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ABSTRACT

This handbook provides references to ideas and programs that touch every aspect of comprehensive educational planning. The first section, Planning Overview, explains the steps in a comprehensive planning process. The second section, Information Resources, describes the New Jersey library system and other New Jersey and national sources of information useful to educational planning. The last sections contain annotated references categorized as theory and models, community participation, goal development, needs assessment, problem analysis, selection of alternatives, implementation, evaluation, technical reference, and bibliographies. Since the categories overlap and many articles contain information pertaining to several of the categories, a cross-referencing system is employed. (MLF)

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PLANNING BIBLIOGRAPHY FOR EDUCATION

A Planning Handbook for Districts

- Development -

Jean Pundiak, Betsy Barnard, Martine Brizius

- Special Assistance -

Lorraine O'Hara, Vivian Sobke, John Casey, Frederick Ryan, Jr.

- Commissioner of Education -

Fred G. Burke

- Assistant Commissioner of Research, Planning and Evaluation -

Gary Gappert

- Director, Bureau of Planning -

Michael Cull

State of New Jersey
Department of Education
Division of Research, Planning and Evaluation
225 West State Street
Trenton, New Jersey 08625

June, 1975

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EA 007 629

PLANNING HANDBOOKS FOR LOCAL DISTRICTS

No. 1	Comprehensive Planning in Education	($2.00)
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No. 3	Needs Assessment in Education	($2.00)
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Handbooks can be ordered by writing:

New Jersey Department of Education
Division of Research, Planning and Evaluation
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CONTENTS

Page

I. Guide to the Bibliography Handbook 1

II. Comprehensive Planning Overview ....

- A. What is Comprehensive Planning 3
- B. General Steps In A Planning Process 3
- C. Generic Planning Model 5

III. Information Resources

- A. New Jersey Library System 7
- B. New Jersey Education Association 9
- C. New Jersey School Boards Association 10
- D. Information Sources 11

IV. Theory & Models 17

V. Community Participation 47

VI. Goal Development 57

VII. Needs Assessment 63

VIII. Problem Analysis 71

IX. Selection of Alternatives 81

X. Implementation 85

XI. Evaluation 91

XII. Technical Reference

- A. Management 103
- B. Objectives 109
- C. Tools 117

XIII. Bibliographies 129

XIV. Journals and Newsletters 133

GUIDE TO THE BIBLIOGRAPHY HANDBOOK

This handbook, Planning Bibliography for Education, is a companion to the other handbooks in the Planning Handbooks for Education series. It provides additional references to the educational planner who is seeking a wide range of ideas and programs that touch every aspect of comprehensive educational planning.

This handbook is divided into three major parts. The first, Planning Overview, explains the steps in a comprehensive planning process. The second section, Information Resources, describes the New Jersey library system and other New Jersey and national sources of information useful to educational planning. The last sections contain annotated references for steps in the comprehensive planning process and other areas related to educational planning such as Theory & Models, Community Participation, Management, Objectives, Tools, Bibliographies, and a listing of relevant Journals and Newsletters.

The annotated references are divided in eleven categories which appear in the following order: Theory & Models, Community Participation, Goal Development, Needs Assessment, Problem Analysis, Selection of Alternatives, Implementation, Evaluation, Technical Reference (A. Management, B. Objectives, C. Tools) and Bibliographies. Since the categories overlap and many articles contain information pertaining to several of the categories, a cross-referencing system has been devised.

Example 1:

Piele, Philip. "Planning Systems in Education." R & D Perspectives, Fall 1969, pp. 4-6, ED 025 855.

This literature review examines 16 selected documents processed by ERIC dealing with the application of several kinds of planning systems to educational programs.

*Theory & Models
*Bibliographies

Major parts of the article relate to both the Theory & Models category and the Bibliographies category. Consequently a full bibliographic citation and annotation is placed in both the Theory & Models and Bibliographies sections.

At the bottom of the citation is a list of the categories into which the references are placed. An asterisk indicates a major portion of the article is concerned with the category topic.

If the publication is available from ERIC, the ERIC accession number is located at the end of the citation. In the example above, the article can be obtained from the ERIC system by ordering number ED 025 855.

Please note that all annotations are brief overviews of the publications and are not meant to be critical reviews.

Example 2:

Adams, Don. Educational Planning. Syracuse: Syracuse University Press, 1974.

Six articles critically analyze the process of educational planning from the underlying assumptions to the practical problems of implementation.

*Theory & Models
Implementation

Some publications while concentrating on certain planning areas may briefly mention others. In these cases, the publication is referenced completely in the major categories (indicated by an asterisk after the category heading) and referenced partially in categories that are discussed in brief. For example 2, the citation above appears in the Theory & Models section. The following partial citation appears in the Implementation category.

Adams, Don. Educational Planning.

*Theory & Models
Implementation

The major concern of the publication is with educational planning theory. However, the problems of implementation are discussed briefly. Consequently the publication is cross-referenced in the Implementation category.

COMPREHENSIVE PLANNING OVERVIEW

A. WHAT IS COMPREHENSIVE PLANNING?

Planning means many things to many people. To one degree or another a large amount of planning activity is already taking place in our educational systems. This planning, however, has not always been comprehensive. Frequently educators have created programs, introduced curricula, developed instructional methods and prepared budgets without first determining what their plans were intended to achieve. A comprehensive planning process attempts to correct this serious defict by answering these questions: Where have we been? Where are we now? Where are we going? Where do we want to go? How can we get there? How will we know when we get there? How will we monitor the process?

The emphasis upon planning as a process cannot be stressed too strongly. Planning is an ongoing activity, a method to assist decision makers in determining educational policy. The result of a comprehensive planning process will be the design, implementation and evaluation of programs tailored to meet the identified student needs and to achieve the district goals.

B. GENERAL STEPS IN A PLANNING PROCESS

COMMITMENT TO BEGIN COMPREHENSIVE PLANNING

This procedure is usually initiated by one or more staff members or an administrator who introduces the idea to the district. The school board must then either formally reject or accept the idea of adopting a comprehensive planning process.

GOAL DEVELOPMENT

This step defines the ends toward which efforts are directed. These ends or goals should express the general desired outcomes of the planning process. This stage can come before or after a needs assessment.

NEEDS ASSESSMENT

This stage determines district and school needs. A need can be defined as the difference between "what is" and "what should be," or lack of something requisite, desirable, or useful. Needs should be related to the learner. All other needs, such as institutional ones, should ultimately relate to the learner needs.

PROBLEM ANALYSIS

This stage involves examination of the reasons for the discrepancy between the goals and the needs, identifying the elements of the problem, their casual relationship, the relative impact of each, and the degree to which each can be altered.

GENERATION OF ALTERNATIVE

From this examination of the problem flows the development of various alternative solutions. These alternative methods are analyzed in terms of effectiveness (quality), cost, time, consequences on other goals, impact (quantity), political feasibility, and other side effects.

SELECTION OF ALTERNATIVE

Based upon the analysis of the various alternatives in the preceeding step, one of the alternatives is chosen for implementation. In this stage, the decision-makers can include the same group involved in earlier stages or a person or group not previously involved in the process.

IMPLEMENTATION

At this point, the selected program is developed into a plan of operation and carried out by the administrative mechanism. The people who planned the program need not be involved in its implementation, but the program design should provide for feedback to the implementors in order to give an on-going measure of how well the program is meeting the goals and objectives.

EVALUATION

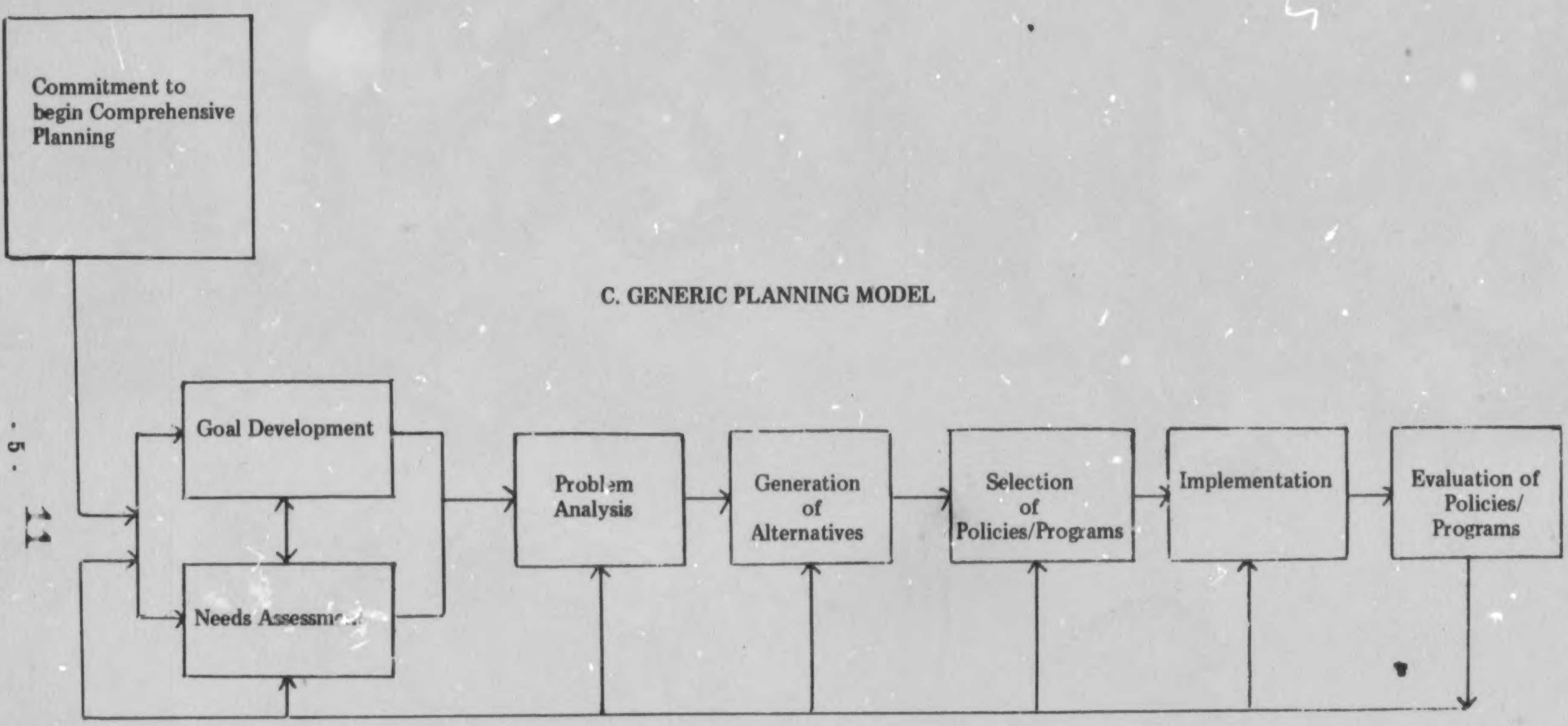
This step examines the success of the implemented programs in achieving the established goals and objectives. Feedback from this stage provides the basis for modifying all the steps of the process in order to improve the attainment of the goals.

RECYCLE

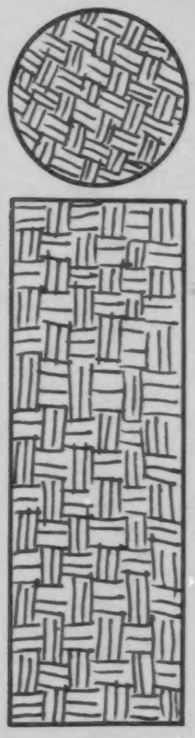
The entire process is repeated because in a rapidly changing society, goals and needs must be continually redefined to reflect the conditions and new priorities.

A more complete description of the Comprehensive Planning model can be found in the first handbook of this series entitled Comprehensive Planning in Education: Handbook No. 1.

C. GENERIC PLANNING MODEL


Commitment to begin Comprehensive Planning
Goal Development
Needs Assessment
Problem Analysis
Generation of Alternatives
Selection of Policies/Programs
Implementation
Evaluation of Policies/ Programs

Developed by
Bureau of Planning
Divisions of Research, Planning and Evaluation/
Field Services
New Jersey Department of Education
December, 1973



INFORMATION RESOURCES

A. NEW JERSEY LIBRARY SYSTEM

Inter Library Loan Services in New Jersey

All libraries in New Jersey comprise the *New Jersey Library Network*, which is organized for efficient service to all citizens into three levels: Local, Area, and Research libraries. *Local libraries* of all types constitute the vital first level where patrons obtain information and materials. Local libraries are backed up by the 24 strong-point *Area libraries*, where larger collections and reference staffs supplement local resources. The third-level *Research Library Centers* (New Jersey State Library, Newark Public Library, Princeton University Library and Rutgers University Library) are the major library resources in New Jersey. The Research Library Centers supply materials which are too infrequently requested to be found in a local or Area library and maintain skilled reference staffs to provide information in subject specialties.

In addition to the levels of service of the New Jersey Library Network, two *regions* have been established to allow efficient channeling of first and second-level requests: the Northern New Jersey Metropolitan Region is served by the Newark Public Library; the balance of the State is served by the New Jersey State Library. (see map on page 8 for the Area Libraries in these regions).

Educators in New Jersey wishing to obtain materials through interlibrary loan may go go their school library or local public library for information. College students and faculty may obtain information at their college or university library. Your local public library, or that of your school or college, is part of the statewide library network described above. Thus, at the local level, you have access to the collections and specialized staffs of New Jersey's 2,700 libraries. When you want materials not in your local library, the staff there will promptly refer your request to an area or research library in the statewide network. When the book, photocopy, or other material arrives you will be notified and you may borrow it through the local library. When necessary your local library will arrange for you to visit one of the research libraries.

Reference and Referral Services in New Jersey

The New Jersey Referral Network exists to back up the local and Area libraries in meeting the total information needs of their clientele, the people of New Jersey. [The reference staffs of the New Jersey State Library and Newark Public Library back up the Area libraries by supplying facts and answers to local patrons' specific questions.] The staffs at these two libraries work closely with each other and the staffs of Rutgers and Princeton Libraries, the State's other research libraries. If necessary, the reference referral network can tap special collections and sources anywhere in the United States and Canada in order to provide local libraries with either the information requested or a firm referral for the local patron to follow up.

New Jersey educators needing reference information should visit or telephone their local school or public library or college library. In most cases they can fill the patrons needs. If not, the librarian will contact the Area library for the information. If necessary the Area library will contact the New Jersey State Library or the Newark Public Library, who will contact other research libraries as needed. The most critical link, however, is between the patron and the local library. There is no charge for this service to the patron, unless photo copies are requested.

B. NEW JERSEY EDUCATION ASSOCIATION

The NJEA collects and publishes basic statistical data about New Jersey school districts, data about the salaries and benefits of teachers and other personnel, and other material of interest to teachers. The NJEA also published information about current issues in education, including tenure, teacher rating and evaluation, alternative schools, accountability, and school finance. There is no charge to NJEA members for most of these materials. The research library at NJEA has materials on school finance, school law, and teacher negotiations available for use in the library (users are asked to call or write NJEA before visiting the library). The NJEA communications office also has films and audiovisuals available on loan, many of which could be useful in a planning process.

Address: New Jersey Education Association
180 West State Street
Trenton, New Jersey 08608

Telephone: (609) 599-4591

C. NEW JERSEY SCHOOL BOARDS ASSOCIATION

New Jersey School Boards Association, the professional association representing all boards of education in the State of New Jersey, maintains an audio-visual lending library in its headquarters in Trenton for the use of local school boards, county school boards associations, PTA's, education associations and other citizen groups.

The association also offers a number of periodicals and other publications, including back issues for distribution upon request (if available).

The Association and the Educational Policy Service are planning to initiate, as of July 1, 1975, a policy service for all New Jersey School districts. This service will be without any additional charge to local boards of education. Beginning in July, every school district will receive a sample policy manual developed by the National School Boards Association which will contain more than 400 sample board policies. EPS's extensive index will also be included. On a monthly basis, the superintendent will receive additional sample policies that have been codified to the index system and relevant information and materials for the development of school district policy. A newsletter entitled, "Updating School Board Policies" will be sent to every school board member each month. The newsletter will include information concerning what is happening throughout the country in policy development and a special two-page insert that will deal specifically with New Jersey. The insert will be entitled, "New Jersey Update" and will include all statutory, regulatory, and decisional law concerning education that had transpired the previous month in New Jersey.

New Jersey School Boards Association
383 West State Street, P.O. Box 909
Trenton, New Jersey 08605
(609) 695-7600

D. INFORMATION SOURCES

Educational Improvement Centers (EIC)

Regional intermediate units which serve as educational development centers. Services include storage and retrieval systems for support data.

Educational Improvement Center
South Jersey Region
Glassboro-Woodbury Road
Pitman, New Jersey 08071

(609) 589-3410

Serving: Atlantic, Burlington Camden, Cape May, Cumberland Gloucester, Ocean and Salem Counties.

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Educational Resources Information Center (ERIC)

A decentralized, nation-wide information system designed and supported by the Federal government through the National Institute of Education and dedicated to the progress of education through dissemination of educational research results, research related materials, and other information that can be utilized in developing effective educational programs.

Educational Resources Information Center
National Institute of Education
Washington, D.C. 20208

(202) 254-5800

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A network of specialized subject centers or clearinghouses, through which information, usually in the form of reports of studies, is monitored, acquired, evaluated, indexed, and abstracted for inclusion into monthly reference products and other publications.

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DeKalb, Illinois 60115

(815) 753-1251

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School of Education Bldg., Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48104

(313) 764-9492

EARLY CHILDHOOD EDUCATION
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805 W. Pennsylvania Ave.
Urbana, Illinois 61801

(217) 333-1386

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

(503) 686-5043

HANDICAPPED AND GIFTED CHILDREN
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

(703) 620-3360

HIGHER EDUCATION
George Washington University
One Dupont Circle, N.E., Suite 630
Washington, D.C. 20036

(202) 296-2597

INFORMATION RESOURCES
Stanford Center for Research and
Development in Teaching
Stanford, California 94305

(415) 321-2300 Ext. 3345

JUNIOR COLLEGES
University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024

(213) 825-3931

LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

(212) 741-7863

READING AND COMMUNICATION SKILLS
National Council of Teachers of
English
1111 Kenyon Road
Urbana, Illinois 61801

(217) 328-3870

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

(505) 646-2623

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
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400 Lincoln Tower
Columbus, Ohio 43210

(614) 422-6717

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
Social Science Education Consortium, Inc.,
855 Broadway
Boulder, Colorado 80302

(303) 443-1383 Ext. 8434

TEACHER EDUCATION
American Association of Colleges for
Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036

(202) 293-7280

TEST, MEASUREMENT, AND EVALUATION
Educational Testing Service
Princeton New Jersey 08540

(609) 921-900 Ext. 2691

URBAN EDUCATION
Teachers College
Columbia University
Box 40
New York, New York 10027

(212) 678-3438

ERIC Products

Resources in Education (RIE)

Monthly indexing and abstracting journal which announces the report literature processed through the clearinghouses. Available from the U.S. Government Printing Office, Washington, D.C. 20402.

Current Index to Journals in Education (CIJE)

Monthly indexing and abstracting journal which covers periodical literature. Available from: Macmillan Information, 216 R. Brown Street, Riverside, New Jersey 08075.

Thesaurus of ERIC Descriptors

A collection of more than 8,000 terms providing for the storage and retrieval of documents, with subject access to the ERIC system. The Thesaurus is the indexing vocabulary used for describing the various reports, projects, and journal articles entered into the ERIC system and for formulating search requests for information from that system. Available from Macmillan Information.

Educational Products Information Exchange (EPIE)

An independent, nonprofit membership organization with the primary purpose of helping educators select efficient and effective learning materials, equipment and systems. Produces "Educational Product Reports" on learning systems, products and services, and EPIE GRAM, a bi-monthly newsletter.

Educational Products Information Exchange
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(212) 675-1163

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Computerized literature searchers are provided through the lockheed DIALOG network. Requests for information are presented to the computer's files and can be focused on a variety of elements either singly or in combinations. Charges for the service are based upon time, number of references printed and a fee for staff time.

Carl Campbell Brigham Library
Educational Testing Service
Princeton, New Jersey 08540

(609) 921-9000

Institute for the Development of Educational Activities /I/D/E/A/

The information division of /I/D/E/A/ distributes information about /I/D/E/A/ programs through its newsletter. /I/D/E/A/ activities includes a Research Division in Los Angeles which is engaged in evaluating and analyzing research and practice as a basis for planned changes. The Division of Innovative Programs in Dayton, Ohio, is developing operational models in curriculum and instruction, organization and management. /I/D/E/A/ also has available to microfiche collection on innovative practices.

Institute for the Development of Educational Activities
Information and Services Division
Box 446
Melbournes, Florida 32901

(305) 723-0211

Instructional Objectives Exchange (IOX)

This organization provides instructional objectives in the cognitive and affective areas of education. Objectives and measurements have been developed which focus on the preparation of materials which may be used to assess the quality of an educational program.

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

(213) 474-4531; 345-9949

National Clearinghouse for Mental Health Information

Five abstracts bulletins, which may be of interest to educators, are published by the Clearinghouse: Crime and Delinquency Abstracts, bi-monthly; Drug Dependence and Abuse Abstracts, irregular; Mental Retardation Abstracts, quarterly; Occupational Mental Health Abstracts, irregular; and, Bulletin on Suicidology.

National Clearinghouse for Mental Health Information
5600 Fishers Lane
Rochelle, Maryland 20852

(301) 443-4513

National Education Association (NEA)

Aside from their extensive publishing and research activities, the Research Division of the NEA offers research services to members on request; including general studies, bibliographies, and summaries of research.

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

(202) 833-5462

National Referral Center for Science and Technology

The Center is an agency of the Library of Congress. It has compiled an excellent resource guide to social science and federal government information sources: A Directory of Information Sources in the United States: Federal Government. Government Printing Office, 1974. 416 pp. $4.25 Catalog No. LC 1.31:D 62/4/74. Stock No. 3000-00067.

National Referral Center for Science and Technology
Library of Congress
First and Independence Avenue, S.E.
Washington, D.C. 20540

(202) 426-5670

National Technical Information Service (NTIS)

The U.S. Department of Commerce operates NTIS as a central source for the public sale of Government-sponsored research, development and engineering reports and other analyses prepared by Federal agencies, their contractors or grantees. It is, also, a central source for Federally generated machine processable data files. The public may quickly locate summaries of interest from among 360,000 Federally sponsored research reports completed from 1964 to date, using the on-line computer search service, NTI Search for a fee.

National Technical Information Service
U.S. Department of Commerce
5285 Port Royal Road
Springfield, Virginia 22151

(703) 451-4468

New Jersey Occupational Resource Center (ORC)

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New Jersey Occupational Resource Center
Building 871 R.M.C.
Plainfield Avenue
Edison, New Jersey 08817

(201) 985-7769

Research and Information Services for Education (RISE)

Provides research information to teachers and administrators (in both public and non-public schools). Assists professional educators and others in becoming familiar with fields of new knowledge. Computerized literature searches are provided for a fee.

Research and Information Services for Education
198 Allendale Road
King of Prussia, Pennsylvania 19406

(215) 265-6056

School Research Information Services (SRIS)

Assistance to individuals in obtaining information related to educational interests or problems. Reports of research, descriptions of innovative practices with which schools have had experience, and the documents in the ERIC collection make up the SRIS library resources.

School Research Information Service
Phi Delta Kappa Research Service Center
Eighth and Union Streets
Bloomington, Indiana 47401

(812) 339-1256

Science Information Exchange (SIE)

The Exchange provides information about current research projects being carried out through Federal and State agencies, as well as private and commercially funded research, to research scientists and administrators. The data base includes the behavioral sciences as well as educational research. SIE answers letters of inquiry and provides computer searches of its data base for a fee.

Science Information Exchange
Smithsonian Institute
Madison National Bank Building
1730 M Street, N.W.
Washington, D.C. 20036

(202) 381-5511

SDC Search Service

SDC's on-line bibliographic service includes access to the major data bases of the world, and individual searches can be requested on almost any topic. Subscriptions are available as well as one-time only searches.

SDC Search Service
System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

(213) 393-9411 Ext. 7277; 7313

DIALOG Information Retrieval Service

Individual Searches can be requested on almost any topic, and computer searches are performed on the major data bases of the world. Subscriptions are available as well as one-time only searches.

DIALOG Information Retrieval Service
Lockheed Information Systems
200 Park Avenue, Suite 303E
New York, New York 10017

(212) 682-4630

Direct Access to Reference Information: A Xerox Service (DATRIX)

DATRIX offers keyword and subject searching of dissertations from participating colleges and universities. There is a basic fee and a surcharge for reference beyond a stated minimum. The research process in obtaining information is an interesting exercise in logic and classification.

DATRIX
University Microfilms
Xerox Corporation
Ann Arbor, Michigan

(313) 761-4700

THEORY AND MODELS

Abt, Clark C. An Education System Planning Game. 1965, Pp. 14, ED 025 843.

Objectives of the education system planning game are to illuminate major issues of educational planning, to increase the participants awareness of the costs and benefits of alternative plans, and to stimulate an exchange of ideas concerning diverse approaches to education.

*Theory & Models

Adams, Don. "Economic Models Planning and Educational Decisions." Theory into Practice, 12 (February 1973): 59-68.

Adams argues that the economic/planning models in education are inadequate means for describing educational change or for influencing educational policy. He concludes that there must be some integration of the technically oriented economic models and the qualitative aspects of education.

*Theory & Models

Adams, Don. Educational Planning. Syracuse: Syracuse University Press, 1964.

Six articles critically analyze the process of educational planning from the underlying assumptions to the practical problems of implementation.

*Theory & Models
Implementation

Adkins, Winthrop R., Rosenberg, Sidney and Dineen, Timothy. Development of a Social Change Methodology. Brooklyn, New York: Training Resources for Youth, Inc., March 1967, ED 012 945.

The authors describe Project TRY, a program for six hundred youths from Bedford Stuyvesant High School. The authors feel that Project TRY is unique because it emphasizes the creation of a mechanism for the orderly collection, evaluation, and feedback of information directly related to the educational activities within the project.

*Theory & Models

Alexis, Marcus and Wilson, Charles. Organizational Decision-Making. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967, Pp. 439.

This book examines the behavioral concepts important to decision-making. It also provides a detailed discussion of the quantitative concepts of problem solving and models for decision-making. The last part of the book deals with the problems of planning in organizations.

*Theory & Models
*Problem Analysis
*Technical Reference
-management

Alkin, Marvin C. "Behavior Objective Specifications in Evaluation: Relevant or Irrelevant?"

Theory & Models
*Evaluation

Alkin, Marvin C. "Systems Analysis: Problems and Prospects." Planning and Changing, July 1970, pp. 83-89.

Outlines elements of systems approaches in general and systems analysis in particular. Discusses application of systems analysis, with its emphasis on designing objectives and seeking alternatives, and decision-making in educational systems. Good review.

*Theory & Models

Alkin, Marvin C. Toward an Evaluation Model: A System Approach. Report No. WP-4. Los Angeles, California: Center for the Study of Evaluation of Instructional Programs, University of California, 1967, ED 014 150.

The author describes six elements of the evaluation model at the school district level. The model consists of these elements: student inputs, financial inputs, external systems, mediating factors, student outputs, and nonstudent outputs.

*Theory & Models
*Evaluation

Anderson, David A. and Flores, Thomas. "Implementing Systematic Evaluation Within an Ongoing Educational Program." Educational Technology, 13 (June 1973): 43-48.

This article develops a model for formative evaluation. Formative evaluation is (a) evaluation of a process to determine attainment of process objectives and (b) the use of these evaluation results as a basis for process modification or continuance. Evaluation is defined here as the comparison of process outcome with pre-set and desired standards for these outcomes.

*Theory & Models
*Evaluation

Andrew, Gary and Moir, Ronald. Information-Decision Systems in Education. Illinois: F. E. Peacock Publishers, 1970, Pp. 177, $3.95.

This book gives a good overview of planning in education and some of the tools necessary to accomplish the planning. The book integrates the formal structure for decision-making and the methodology for designing an information system to support the decision-making function.

*Theory & Models

Anthony, Robert. Planning and Control Systems: A Framework for Analysis. Boston: Harvard University, 1965, Pp. 167.

This book differentiates between management control and strategic planning in organizations. Strategic planning involves deciding on objectives of the organization and the resources needed to attain the objectives. Management control is the process by which managers assure that resources are obtained and used effectively and efficiently.

*Theory & Models
Implementation

Bailey, Edwin. "Translating Concepts of Cooperation into Programs of Action."

Theory & Models
*Implementation

Baker, George A. and Brownwell, Richard. Participative Goal-Setting: A Synthesis of Individual and Institutional Purpose. May 1972, Pp. 23, ED 067 073.

A program designed by the National Laboratory for Higher Education to provide a realistic strategy for integrating the people and purpose of two-year colleges. The development of goals is done in a two step process: (1) identifying and classifying appropriate goal statements, (2) devising a strategy to achieve goal consensus and set goal priorities.

*Theory & Models
Community Participation
*Goal Development
Technical Reference
    -objectives

Banghart, Frank W. Educational Systems Analysis. New York: The Macmillan Company, 1969.

An orientation to systems technology. It provides a general description of systems analysis and develops specific techniques to assist the administrator in educational analysis and planning.

*Theory & Models
*Technical Reference
    -tools

Caldwell, Michael S. "An Approach to the Assessment of Educational Planning." Educational Technology, October 1968, pp. 5-12.

This article provides a framework assessing the overall feasibility of alternative plans.

*Theory & Models
Selection of Alternatives

Campbell, Vincent and Markle, David. Identifying and Formulating Educational Planning Problems. Final Report. Berkeley, California: Far West Laboratory for Educational Research, April 1968, Pp. 93, ED 030 985.

This report discusses effective techniques for identifying educational needs and formulating them into well-defined problems.

*Theory & Models
Needs Assessment
*Problem Analysis
Evaluation
*Technical Reference
-objectives

Carpenter, M. V. and Haggart, S. A. Analysis of Educational Programs Within a Program Budgeting System. Paper presented at American Association of School Administrators, August 14, 1969, Pp. 39, ED 052 529.

Evaluating alternatives provides both the reason for and the technique of program budgeting for educational planning. The activities demanded by the program budgeting system allow systematic choosing of a preferred course of action. The document discusses the concepts, techniques, and problems involved in educational program analysis.

*Theory & Models

Castette, William B. Organizational Change in Pennsylvania's School Administrative Units.

Theory & Models
*Technical Reference
-management

Churchman, Charles W., Ackoff, Russell L. and Arnoff, Leonard E. Introduction to Operations Research. New York: John Wiley & Sons, 1957, Pp. 645.

This text offers a comprehensive overview to operations research. It includes case studies and the use of mathematical models, and an overall systems approach to probiems. Operations research is defined as the application of scientific methods, techniques, and tools to problems involving the operations of a system so as to provice those in control of the system with optimum solutions to the problems.

*Theory & Models
*Problem Analysis
*Technical Reference
-tools

Cohen, Bonnie and others. Fort Lincoln School Cost Model and Funding for Comprehensive Plan. Washington, D. C.: General Learning Corporation, April 1970, Pp. 68, ED 047 187.

Presents the automated school cost model developed for FLNT, an overview of the model as well as details. The appendices include model inputs and cost calculations, names of inputs, equations, operating costs and investment costs.

*Theory & Models
Technical Reference
-tools

Cole, Henry P. Guidelines for Project Design, Implementation, Monitoring and Evaluation. Prepared for the National Conference for the Association of Supervision of Curriculum Development, St. Louis, Missouri, January 1971, Pp. 61, ED 063 263.

This document consists of a series of materials designed for use as a workshop to train education leaders involved in implementing new education practices and materials.

*Theory & Models
Implementation
Evaluation
*Technical Reference
-tools

Cook, Desmond. Better Project Planning and Control Through the Use of System Analysis and Management Techniques. 1967, Pp. 17, ED 019 729.

Suggestions in this short article include how to think of a project as a system, the importance of establishing specific goals, types of project control, and the contribution system analysis can make to the function of management in education.

*Theory & Models
Technical Reference
-management

Cook, Desmond. Pert Applications in Educational Planning. Columbus: Ohio State University, School of Education, May 1966, Pp. 13, ED 019 751.

Paper discusses the concepts of educational planning, the program evaluation and review technology (PERT) and the potential value that PERT has for educational planning.

*Theory & Models
*Technical Reference
-tools

Corrigan, Robert E., Corrigan, Betty O. and Kaufman, Roger A. The Steps and Tools of the Systems Synthesis in Education. Burlingame, California: Operation PEP, 1967, Pp. 46, ED 020 584.

The basic systems approach is outlined. It describes these stages: (1) identify the problem, (2) analyze the problem and set goals, (3) determine solution strategy, (4) implement solution strategy, (5) determine strategy effectiveness.

*Theory & Models
*Problem Analysis
*Selection of Alternatives
Implementation
Evaluation

Dalin, Per. "Planning for Change in Education - Qualitative Aspects on Educational Planning." International Review of Education, Vol. 16, No. 4 (1970): 436-450.

This paper discusses the concept of change and planned change in education. Some approaches to change are briefly discussed. They include, problem solving, social interaction, research, development and diffusion, linkage concept, and the power system. The author concludes that planning should emphasize decentralized planning activities and it should reflect the needs of different groups participating in the learning process.

*Theory & Models
Community Participation
Problem Analysis

Delbecq, Andre and Van De Ven, Andrew. "A Group Process Model for Problem Identification and Program Planning." Journal of Applied Behavioral Science, 7 (July 1971): 466-97.

This paper presents a group process model for planning groups for use in (a) identifying strategic problems and (b) developing appropriate and innovative programs to solve them.

*Theory & Models
Community Participation
*Problem Analysis

Doak, Dale E. "Organizational Climate: Prelude to Change." Education Leadership, XXVII, (January 1970): 367-371.

This article presents a model for change in schools. The model is based on the organizational climate of the school. This includes (1) organizational goals, (2) leadership style, (3) self-worth of individual, (4) staff morale.

*Theory & Models

Dochterman, Clifford L. and Beshoar, Barran B. Directions to Excellence in Education. Improving State Leadership in Education, Denver, Colorado, 1971, Pp. 440, ED 059 129.

This mimeograph is directed toward all people involved in or concerned with education. It raises important questions about what people expect and demand from an educational system. These expectations must be channeled into comprehensive long range planning to achieve excellence in education.

*Theory & Models
*Community Participation
Needs Assessment
Technical Reference
  -objectives

Doherty, Victor. Goals and Objectives in PPBS.

Theory & Models
Goal Development
*Technical Reference
  -objectives

Doll, Russell C., Love, Barbara J. and Levine, Daniel U. "Systems Renewal in a Big City School District: The Lessons of Louisville." Phi Delta Kappan, 54 (April 1973): 524-534.

History and analysis of Project Focus, a massive systematic attempt in Louisville, Kentucky to train and retrain educational personnel, modify the organizational framework for instruction, tie the school more closely to the community it served, and systematize administrative procedures to increase feedback and improve decision-making. Some components of the system were: eight-member teaching teams working in "family" groupings of students, provision of planning time for team members, flexible scheduling of school day, and government of each Focus School by a mini board of parents, teachers and pupils.

*Theory & Models
*Community Participation
Implementation
Technical Reference
  -management

Dyckman, J. W. "Planning and Decision Theory." Journal of American Institute of Planners, 27 (November 1966): 335-347.

Relates the literature of decision-making analysis to the theory of planning.

*Theory & Models
Implementation

Dyer, Henry S. The Concept and Utility of Educational Performance Indicators. Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540.

Discusses the theoretical background and practical application of performance indicators in education.

*Theory & Models
Technical Reference
    -tools

Eastmond, Jefferson W. The Process of Educational Planning Project Design. Fresno, California: Fresno City Unified School District, August 1968, Pp. 10, ED 038 769.

A short summary of educational planning, needs assessment and fitting problem solving into a long-range education and community master plan.

*Theory & Models
*Needs Assessment
*Problem Analysis

Eastmond, Jefferson N. Project Next Step Training Materials. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109, 801-521-9393, 1971.

This series includes a number of handbooks explaining the phases of educational planning. Training packets and handouts are included.

*Theory & Models

Echlein, J. T. and Sauffer, Armand. Community Organizers and Social Planners.

Theory & Models
*Community Participation
Technical Reference
    -tools

Elboim-Dror, Rachel. "Some Characteristics of the Education Policy Formation System." Policy Sciences, Vol. 1 (Summer 1970): 231-253.

This paper examines some of the distinctive features of the educational policy formation system. The importance of formal goals are reviewed as well as the problems caused by the intangibility of some educational goals. A good overall orientation to the importance of goals and policy formation

*Theory & Models
*Goal Development
Problem Analysis

ERIC Clearinghouse on Educational Administration. Models for Planning: Analyses of Literature and Selected Bibliography.

Theory & Models
*Bibliography

ERIC Clearinghouse on Educational Management. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Planning. ERIC Abstract Series, Number 14. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, January 1971, Pp. 32, $2.00, ED 046 091.

Topics include: critical path method, educational planning, operations research, and program budgeting.

*Theory & Models
*Technical Reference
    -tools
*Bibliographies

Eurich, Alvin. Reforming American Education. New York: Harper & Row, 1969, Pp. 269.

The aim of this book is to describe and define an innovative approach to improving our schools. The author feels that education must be vastly improved to meet the challenges of the present and future. He attempts to close the gap between theory and practice.

*Theory & Models

Ewing, David. The Human Side of Planning. London: The Macmillan Company, 1969, Pp. 214.

The author emphasizes the human side of planning. He feels many well laid out plans have failed because the people involved in carrying them out have not been helped in formulating, understanding and gaining skills to carry out the plan.

*Theory & Models
*Community Participation

Ewing, David. The Practice of Planning. New York: Harper & Row, 1968, Pp. 149.

Although this book deals principally with planning in business, the concepts and techniques can be applied to education. The text deals with two important questions: (1) How does management choose goals that are right for its organization? (2) What techniques of formal and informal analysis will help the organization formulate programs for achieving the goals?

*Theory & Models

Fales, Ann. Theory Building Seminar. 1969, Pp. 37, ED 034 928.

A series of papers presented at a workshop for adult educators. Topics include: research dissemination and utilization, measurement of participation, interrelationships between theory and practice.

*Theory & Models

Fort Lincoln New Town Education System. Comprehensive Planning Reports. Washington, D. C.: General Learning Corporation.

Series of reports describing the comprehensive planning process used to design an innovative school system for Fort Lincoln New Town in Washington, D. C. Process stresses community participation and the "open plan" school. Titles include:

Preliminary Educational Specifications for the First Facility. 1969, Pp. 32, ED 047 171.

Comprehensive Planning for an Education System. Report No. 2, Definition Summary. 1969, Pp. 290, ED 047 172.

Definition Summary. Appendices, Volume 1. 1969, Pp. 303, ED 047 173.

Definition Summary. Appendices, Volume 2. 1969, Pp. 183, ED 047 174.

Midterm Report Revised. Report No. 3, Vol. 1. 1970, Pp. 239, ED 047 175; Vol. 11. 1970, Pp. 413, ED 047 176; Vol. 111. 1969, Pp. 215, ED 047 177.

First Facility Utilization Manual. A Teacher's Guide to the Use of the FLNT Elementary School. 1969, Pp. 134, ED 047 178.

Proposed Position Descriptions and Recommended Classifications for the Fort Lincoln New Town School. 1970, Pp. 52, ED 047 179.

Administrative Procedures for the Fort Lincoln Schools. 1970, Pp. 151, ED 047 180.

Objectives for Fort Lincoln Elementary School, Washington, D. C. 1970, Pp. 181, ED 047 181.

Activity Book: Fort Lincoln Elementary School, Washington, D. C. 1970, Pp. 193, ED 047 182.

Guide to Implementation of the Fort Lincoln Elementary Education Plan. 1970, Pp. 280, ED 047 183.

Secondary Program, Report 4. Volume I. 1970, Pp. 215, ED 047 184; Volume II. Appendices. 1970, Pp. 246, ED 047 185.

Comprehensive Plan, Report 5. 1970, Pp. 112, ED 047 186.

Fort Lincoln School Cost Model and Funding for Comprehensive Plan. 1970, Pp. 69, ED 047 187.

Communication System for Fort Lincoln First Facility. Addendum to Midterm ReReport. 1970, Pp. 20, ED 047 188.

*Theory & Models

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary. Washington, D. C.: General Learning Corporation, 1969, Pp. 290, ED 047 172. Appendices, Vol. 1. 1969, Pp. 303, ED 047 173. Appendices, Vol. 2. 1969, Pp. 183, ED 047 174.

Presents program alternatives for operating an innovative school system. Details needs, goals and resources of the system as defined by community residents, D. C. schools, Government agencies, General Learning Corporation, and others. Also includes GLC planning design, history of project, goal and constraints, and recommended plans. Vol. 1 of the appendices reports on the definition phase activities of planning for the Fort Lincoln New Town education system. Vol. 2 describes the nature of the community survey and the responses of the students.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
    -objectives

Fort Lincoln New Town Education System. Comprehensive Plan. Report No. 5. Washington, D. C.: General Learning Corporation, May 1970, Pp. 112, ED 047 186.

Final report on the General Learning Corporation's planning effort for the Fort Lincoln New Town School System. It presents a summary report of the comprehensive plan, discussing the education program, system organization, the master plan and evaluation. The philosophy and basic concepts of the FLNT education system are discussed and integrated into the comprehensive plan.

*Theory & Models
Evaluation

Fort Lincoln New Town Education System. Midterm Report Revised. Report No. 3. Vols. I, II and III. Washington, D. C.: General Learning Corporation, April 6, 1970, Pp. 239, ED 047 175 (Vol. I); Pp. 413, ED 047 176 (Vol. II); Pp. 215, ED 047 177 (Vol. III).

Vol. I describes the goals, objectives, materials, and activities of the Fort Lincoln New Town Elementary School curriculum, including placement, record-keeping, and reporting procedures; and provision for special education and pupil personnel services. Contains sample record forms. Vol. II includes: (a) Organizational/Staffing Plan; (2) Operation Plan; and (3) Community Participation Plan. Vol. III contains a facilities plan, a funding plan and an implementation plan. Though developed for the D.C. school, the philosophy and basic components can be adopted to any setting that implements an "open plan" educational system.

*Theory & Models
*Community Participation
*Implementation
*Technical Reference
    -management
    -objectives

Fort Lincoln New Town Education System. Secondary Program. Report No. 4, Vol. I and Vol. II. Washington, D. C.: General Learning Corporation, March 1970, Pp. 215, ED 047 184 (Vol. I), Pp. 246, ED 047 185 (Vol. II).

A model for the secondary program is presented in Volume I and II addressing all the major issues that must be resolved in the specific planning. The report includes a description of relevant social, political, financial and educational factors, a summary of the design process, the characteristics and the implementation of the center concept.

*Theory & Models

Fraenkel, Jack R. "One Model for Curriculum Development." Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, 5-8 February 1969, Pp. 10, ED 028 528.

A curriculum model that organizes and interrelates five major components--objectives, content, learning activities, teaching strategies and evaluated measures.

*Theory & Models
Evaluation
*Technical Reference
    -objectives

Gall, Joyce P. and York, Linda. Training Package Turns School People Into Instructional Planners. Berkeley, California: Far West Lab for Education Research and Development, February 1971, Pp. 16, ED 051 273.

A self-contained training package on instructional planning for administrators, teachers and others who plan, select, manage and evaluate instructional programs. It includes problem analysis, goal setting, objectives and evaluation.

*Theory & Models
*Problem Analysis
*Technical Reference
    -objectives
    -tools

Green, Thomas, ed. Educational Planning in Perspective: Forecasting and Policy-Making. Surrey, England: 1971, Futures, Science and Technology Press Limited, Pp. 132.

This book contains a series of thought-provoking articles on education and the role of educational planning. It provides a new perspective and is oriented toward the future.

*Theory & Models

Grotelueschen, Arden D. and Gooler, Dennis D. A Role of Evaluation in Planning Educational Programs. Paper presented at the annual meeting of the American Educational Research Association, New York. February 1971, Pp. 15, ED 052 221.

This paper proposes that evaluation can be applied to things that have not yet been done and has a significant and continuous role in planning any educational program. Four basic functions of planning are facilitated by evaluation: (1) identifying program goals, (2) defining alternative means of attaining these goals, (3) indicating the possible consequences of selecting each alternative, (4) providing data for the allocation of resources. Bibliography included.

*Theory & Models
*Evaluation

Hartley, Harry. Educational Planning-Programming-Budgeting: A Systems Approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1968, Pp. 278.

The author defines and explains PPBS and systems analysis. Terminology is clearly defined. He contrasts traditional budgets with PPBS and gives some examples of PPBS being used by local districts.

*Theory & Models

Hartley, Harry. "Limitations of Systems Analysis." Phi Delta Kappan, May 1969, pp. 515-519.

The primary objective of this article is to identify major limitations of the various systems approaches to educational planning. Twenty-five limitations are listed with the hope that a more realistic understanding of the advantages will emerge.

*Theory & Models

Hartley, Harry. "Twelve Hurdles to Clear Before You Take on Systems Analysis." American School Board Journal, July 1868, pp. 17-18.

A short article pointing out the problems one can encounter when using a systems approach. They are: (1) shortage of trained personnel, (2) political factors, (3) increased costs, (4) goals distortion, (5) cult of testing, (6) measurement difficulties, (7) over-emphasis of efficiency, (8) the centralization syndrome, (9) organizational strains, (10) teacher resistance, (11) transfer problems, (12) wisdom lag.

*Theory & Models

Havelock, Ronald. A Guide to Innovation in Education. Ann Arbor, Michigan: University of Michigan, Institute for Social Research, 1970.

This book provides the concepts for organizing and planning innovations. Case histories and examples, a complete guide to implementing an innovation, sources of information, consulting organizations, references and annotated bibliographies are given.

*Theory & Models
*Implementation

Havelock, Ronald G. Planning for Innovation Through the Dissemination and Utilization of Knowledge. Ann Arbor, Michigan: Center for Research and Utilization of Knowledge, The University of Michigan, July 1969.

This book presents three models for the dissemination and utilization of knowledge: (1) research development and diffusion, (2) social interaction, (3) problem-solving. It includes a bibliography with about 4,000 entries.

*Theory & Models
Problem Analysis

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Lincoln, Nebraska: Department of Adult and Continuing Education, University of Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: (1) client analysis and need; (2) establishing objectives; (3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
    -objectives
    -tools
*Bibliographies

Higginson, George and Love, Reeve. "Planning Without Peril: Long Range Planning for Educational Development." Educational Technology, December 1973, pp. 22-28.

This article sets down a model for a long range planning process. The major phases include research, systems analysis and strategy planning, and implementation planning. Ten dilemmas to long range planning are also outlined.

*Theory & Models

Hill, Joseph E. How Schools Can Apply Systems Analysis. PDK Fastback Series, Number Six. Phi Delta Kappa Educational Foundation, Box 789, Bloomington, Indiana 47401, 1972, Pp. 37.

This booklet gives brief descriptions and definitions of systems concepts. An example of systems concept used in designing the curriculum of a community college is given.

*Theory & Models

Hinds, Richard N. Educational Program Planning and Related Techniques. Annotated Bibliography. Dade County Public School, 1410 N.E. Second Avenue, Miami, Florida 33132, March 1969, Pp. 15, $.85, ED 029 375.

Emphasizes the problems and techniques of comprehensive program planning. The sections include: (1) Educational/Program Planning; (2) Program Analysis Techniques; and (3) Planning-Programming-Budgeting Systems. For educators who feel that systems analysis, cost-benefit studies, and mathematical models have some relevance in the planning processes of a large school system.

*Theory & Models
*Technical Reference
    -tools
*Bibliographies

Immegart, Glenn and Pilechi, Francis. "Assessing Organizational Output: A Framework and Some Implications." Education Administration Quarterly, VI (Winter 1970): 62-76.

The concepts and procedures for organizational output analysis are discussed. It is believed that an organization has four essential categories of output: Productivity, integration, organizational health and feedback. These categories are explained and samples of their use in education given. A good tool for assessing all outputs of an organization.

*Theory & Models
Needs Assessment
Technical Reference
    -tools

Jake, Dale G. Cooperative Project for Educational Development, Final Report. Ann Arbor, Michigan: University of Michigan, March 1968, Pp. 411, ED 021 338.

This research project analyzed problems of planned change in schools, evaluated the results of several strategies of planned change, formulated a set of variables relevant to understanding the operation of a school system, developed instruments for measuring each variable and determined a concept of organizational self-renewal.

*Theory & Models
Problem Analysis
Evaluation
Technical Reference
    -management
    -tools

Jantsch, Erich. "From Forecasting and Planning to Policy Sciences." Policy Sciences, 1 (1970): 31-47.

This article expands the concepts of planning and develops a process of rational creative action. The author believes values must be stated first through nondeterministic and futures-creative forecasting. Then planning on a system design is done, leading to decision-making and finally rational creative action.

*Theory & Models

Jung, Charles C. and others. An Orientation and Strategy for Working on Problems of Change in School Systems. Washington, D. C.: National Training Labs, 1967, Pp. 23, ED 012 513.

This paper presents an approach to dealing with educational problems in a systematic manner, the focus of change being the internal functioning of the school system. It includes a model of a good learning process for children, and research indicating conditions which influence learning. The organizational function is also examined raising questions of its role in planned change.

*Theory & Models
Technical Reference
    -management

Jung, Charles. Problem-Solving Analysis.

Theory & Models
*Problem Analysis
*Technical Reference
    -tools

Kaufman, Roger . Educational System Planning. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, Pp. 165, $7.95.

Presents concepts and tools for planning "what to do." The planning process establishes an identification of needs before anything else is considered. A blueprint of an action based on accurate measurements eliminates a premature choice of a solution before the problem has been identified. Problem solving techniques are described to help the reader attain or maintain programs that are worthwhile. Bibliography included.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
    -management
    -tools

Keil, Ellsworth. "A Structure for Innovation in Education." Educational Technology, IX (October 1969): 35-40.

This article explores a new approach to innovation within schools. A list of criteria is given for evaluating innovative strategies. The concepts and roles of persons involved in innovations are outlined.

*Theory & Models

Klausmeier, Herbert. Project Models--Maximizing Opportunities for Development and Experimentation in Learning in the Schools. Madison, Wisconson: University of Wisconsin, 1966, Pp. 38, ED 010 214.

The report reviews the program "Project Models," a novel program designed to maximize opportunities for development and experimentation of learning in schools. The model is described as a cooperative venture designed to produce more efficient pupil learning through research and development in local schools.

*Theory & Models

Knezevich, Stephen J. "The Systems Approach to School Administration: Some Perceptions on the State of the Art in 1967." Socio-Economic Planning Science, 2 (1969): 127-133.

Discusses administrative activities consistent with the systems approach. Compares differing uses of systems terminology, and suggests improvements in education which would stimulate the use of systems.

*Theory & Models

Kraft, Richard H. P. Education and Economic Growth. Tallahassee, Florida: Florida State University, 1968.

This book is composed of a series of articles dealing with concepts relating education to economic growth. Some of the topics covered are systems analysis in regard to educational planning and organization.

*Theory & Models

Kreitlow, Burton W. and MacNeil, Teresa. The School Board and a Model for Educational Improvement.

Theory & Models
*Technical Reference
-management

Krystal, Shiela and Henrie, Samuel. Educational Accountability and Evaluation.

Theory & Models
*Evaluation

Latta, Raymond and Papay, James. "Planning for Change: An Iterative Approach." Planning and Changing. Vol. 2, No. 2 (July 1971): 71-80.

The purpose of this article is to introduce a systematic approach to education planning and problem-solving. The article highlights the following areas:

1. a review of the systems approach,
2. systems approach as applied to planning and developing instructional materials,
3. some of the limiting factors of this technique, and
4. the benefits of using PERT.

*Theory & Models
Problem Analysis

Lave, Roy E., Jr. and Kyle, Donald W. "The Application of Systems Analysis to Educational Planning." Comparative Education Review, February 1968, pp. 39-55.

Discusses how the interdisciplinary approach of systems analysis can provide the planner with powerful analytical approaches to aid decisions. The approach focuses upon the integration of complex factors into an analytical framework to aid practical decisions. The paper describes the nature of educational problems, proposes an approach for evaluating possible solutions to these problems, and reviews the applicability of techniques from other disciplines.

*Theory & Models
*Problem Analysis
Selection of Alternatives
Implementation
*Evaluation

LeBreton, P. and Henning, Dale A. Planning Theory. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1961.

The authors define planning, present its characteristics and dimensions, and explain the sequential steps in planning. They also indicate what topics should be covered in a plan, and they put forth various hypotheses concerning how planning is to be accomplished.

*Theory & Models

Levine, Donald M. Educational Planning With Organizational Development (OD). A People Involving Approach to Systematic Planning. A working paper. April 1972, Pp. 23, ED 071 189.

PPBS is an approach to rationalizing budgeting and strengthening analysis as a policy change and planning tools. Organizational development applies behavioral involvement of personnel for smoother and more effective system function. It is argued that implementation of PPBS can be facilitated by the philosophy of organizational development.

*Theory & Models
*Technical Reference
-management

Mangione, Samuel. "Bringing Perspective to the Change Situation." Educational Leadership, XXVII (January 1970): 359-362.

The author emphasizes that no clear blueprint, strategy or process exists which can be applied to all situations. There are several models and strategies from which a planner can extract ideas. The following elements are discussed: (1) need for involvement, (2) climate for change, (3) need identification and assessment, (4) establishment of priorities, (5) searching for solutions, and (6) implementation.

*Theory & Models
*Needs Assessment
Selection of Alternatives
Implementation

Mascarenhas, R.C. "A Systems View of the Measurement of the Performance of Public Enterprises in India." Policy Sciences, 5 (1974): 29-46.

Although this article pertains to India, its approach to organizations can be applied anywhere. The contention of this approach is that if proper attention is given to internal functioning, it will be reflected in the end product. The three criteria of effectiveness are: (1) adaptability, (2) identity, and (3) reality-testing.

*Theory & Models

McNamara, James. "Models and Their Utility in Educational Planning." Education Tomorrow, Vol. 2, No. 1 (May 1972): 5-19.

The purpose of this article is to define and explain the term model and its use in educational planning. A bibliography is given.

*Theory & Models

McPherson, J. H. The People, the Problems and the Problem-Solving Methods. Michigan: The Pendall Company, August 1967, Pp. 49.

This book has two major goals: (1) an integration of a wide variety of problem-solving/creative methods, (2) an initial relating of individual personality attributes to various aspects of the problem-solving/creative process.

*Theory & Models
*Problem Analysis

Merriman, Howard. Evaluation of Planned Educational Change at the Local Education Agency Level.

Theory & Models
*Selection of Alternatives
*Implementation
*Evaluation

Milos, E. Perspectives on Education Planning. Alberta, Canada: Human Resources Research Council, May 1972, Pp. 177, ED 066 787.

This overview is designed to provide those readers new to educational planning with a useful point of departure for a more intensive examination of educational planning literature. Terms are defined, and the relationship between research, theory and practice is discussed.

*Theory & Models

Miller, Donald. Planning, Developing and Implementing Title III ESEA Projects. Burlingame, California: Operation PEP, May 1968, Pp. 92, ED 022 247.

This document analyzes the planning, developing, and implementing of fundable Title III, ESEA projects by integrating the following five strategies: (1) a planning development and implementation strategy, (2) a risk-gain motivation strategy, (3) a problem-solving strategy, (4) a quality assurance and evaluation strategy, and (5) a management strategy. The framework and methodology provide a system approach to project planning and management.

*Theory & Models
*Problem Analysis
Evaluation

Miller, Donald. A System Approach for Solving Educational Problems. Burlingame, California: Operation PEP, October 25, 1967, Pp. 40, ED 020 585.

This paper investigates various aspects of the systems approach for solving educational problems. Systems analysis and synthesis are clearly defined. Their application to problem-solving is also clearly defined.

*Theory & Models
*Problem Analysis

Morphet, Edgar L. and Jesser, David L., eds. Designing Education for the Future: An Eight-State Project. New York: Citation Press.

Series examines directions of social change and draws significant implication for educational design. Covers strategies and procedures for educational planning, and development of an educational staff able to meet emerging needs. Titles include:

Prospective Changes in Society, No. 1. 1966, Pp. 268, ED 013 477.
Implications for Education of Prospective Changes in Society, No. 2. 1966, Pp. 323. ED 013 479.
Planning and Effecting Needed Changes in Education, No. 3. 1967, Pp. 317, ED 013 481.
Cooperative Planning for Education in 1980, No. 4. 1968, Pp. 105, ED 018 008.
Emerging Designs for Education: Program, Organization, Operation and Finance, No. 5. 1968, Pp. 250, ED 022 238.
Planning for Effective Utilization of Technology in Education, No. 6. 1969, Pp. 372, ED 031 445.
Preparing Educators to Meet Emerging Needs, No. 7. 1969, Pp. 156, ED 029 478.

*Theory & Models

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography. The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, March 1970, Pp. 117, $2.25, ED 038 512.

Categories include: overview of PPBS, systems theory, planning and control systems, planning process, program budgeting, programming and management control, investment alternatives, analysis of alternatives, education and economics, basic data for PPBS, statistical analysis in PPBS, limitations of PPBS and bibliographies. Each category divided into education references and general references.

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
    -tools
*Bibliographies

Novick, David, ed. Program Budgeting: Program Analysis and the Federal Budget. Cambridge, Massachusetts: Harvard University Press, 1965, Pp. 382.

A pioneering collection of articles and reports on PPBS including an essay by Werner Z. Hirsch, "Education in the Program Budget."

*Theory & Models

Piele, Philip K., ed. and others. Social and Technological Change. Implications for Education. Publications Department, Center for the Advanced Study of Educational Administration, Hendricks Hall, University of Oregon, Eugene, Oregon 97403, 1970, Pp. 341, $3.75, ED 044 833.

This volume contains five state-of-the-knowledge papers commissioned by ERIC/CEA: Willis Harman, "Nature of our Changing Society: Implications for Schools"; Richard Williams, "Teacher Militancy: Implications for the Schools"; Roger Kaufman, "Systems Approaches to Education: Discussion and Attempted Integration"; Marvin Celkin and James Bruno, "Systems Approaches to Educational Planning"; and John Evans, "Educational Management Information Systems: Progress and Perspectives".

*Theory & Models

Piele, Philip. "Planning Systems in Education." R & D Perspectives, Fall 1969, pp. 4-6, ED 025 855.

This literature review examines 16 selected documents processed by ERIC dealing with the application of several kinds of planning systems to educational programs.

*Theory & Models
*Bibliographies

PMIS Project, Planning and Management Information System. A Project to Develop a Data Processing System for Support of the Planning and Management Needs of Local School Districts. Council of the Great City Schools, 1707 H Street, N.W., Washington, D. C. 20006, June 30, 1973, Pp. 52, $3.29, ED 079 864.

This document examines the design and structure of PMIS (Planning and Management Information System), an information system that supports the decision-making process of executive management in local school districts.

*Theory & Models
*Technical Reference
  -management

Popham, W. James. "Behavioral Objectives and Teaching Skills."

Theory & Models
*Technical Reference
  -objectives

Project Design. Comprehensive Planning Reports. Fresno, California: Fresno City Unified School District.

This master plan summarizes the activities of a 2-year planning project (PROJECT DESIGN) funded by ESEA Title III. The Project has assessed current and projected educational needs of the Fresno area and developed a planning model based on optimum interagency cooperation that offers alternative solutions for meeting these needs. The following numbers relate to articles detailing parts of the master plan:

ED 038 743 to ED 038 766 - Needs Assessment.
ED 038 769 - The Process of Educational Planning.
ED 038 772 - Interagency Educational Planning, Community Planning Process.
ED 038 773 - Interagency Educational Planning, Community Data Register.
ED 038 776 - Configurations. Design for the Future. Educational Master Plan. Vol. B.
ED 038 777 - Implementation. Planned Change. Vol. C.
ED 038 778 - Final Project Report. Final Internal Evaluation.

*Theory & Models

Project Design. Configurations: Design for the Future. Education Master Plan. Volume B. Fresno, California: Fresno City Unified School District, 1969, Pp. 185, ED 038 776.

This volume includes the essential features of an effective education package for the future. The areas covered include: (1) direction of future social change. (2) school management needs, (3) school district philosophy, values, goals, objectives, policy and regulations, (4) interagency cooperation for planning, (5) alternative models of education change, (6) sources for education finance, (7) special problem-solving procedures.

*Theory & Models
Needs Assessment
*Problem Analysis
Technical Reference
  -objectives

Project Design. Final Project Report; Final Internal Evaluation.

Theory & Models
Community Participation
Needs Assessment
*Evaluation
Technical Reference
-objectives

Project Design. Implementation: Planned Change. Education Master Plan, Volume C.

Theory & Models
*Implementation

Project Design. Summary: Educational Master Plan. Vol. A. Fresno, California: Fresno City Unified School District, 1969, Pp. 56, ED 038 775.

The volume summarizes the activities of Fresno's two year planning project. It includes assessed needs, a planning model and alternative solutions.

*Theory & Models

Pyatte, Jeff. "Functions of Program Evaluation and Evaluation Models in Education." High School Journal, April 1970, pp. 385-400.

This article defines evaluation and the elements to be included in an evaluation. The author also discusses some models for evaluation in education. The article is theoretical but offers the educators some evaluation concepts and the role of evaluation models.

*Theory & Models
*Evaluation

Read, Edwin. "Distinguishing Among Systems Analysis, System Analysis, and Problem Analysis." Educational Technology, May 1974, pp. 35-39.

The author distinguishes, defines, and provides examples for the terms systems analysis, system analysis, and problem analysis.

*Theory & Models

Reisman, Arnold and Taft, Martin. "A Systems Approach to the Evaluation and Budgeting of Educational Programs." Socio-Economic Planning Sciences, III (1969): 245-277.

The purpose of this article is to develop a composite utility function for learning effectiveness so that resources can be allocated to maximize that function.

*Theory & Models

Ruliffson, Willard A. An Analysis of the Rationale and Procedures for Long-Range Planning --Found in Selected Corporate Enterprises, Government Agencies or Departments, and School Systems--Which are Appropriate for Educational and Administrative Planning in Local School Systems. New York: Columbia University, Teachers College, January 1, 1968, Pp. 99, $4.04, ED 020 571.

Reviews some of the current long-range planning practices in school systems and describes further long-range techniques which could be adapted for school systems from current corporate and governmental planning procedures. Interview-questionnaire data from management and administrative personnel are synthesized as a basis for describing a comprehensive process of long-range planning.

*Theory & Models
*Technical Reference
    -management

Sandberg, John, ed. Schools and Comprehensive Urban Planning. Portland, Oregon: Northwest Regional Education Laboratory, September 1969.

The purpose of this document is to suggest ideas that will help school administrators work more effectively with local, state and regional planning bodies. Citizen participation and models for change are discussed.

*Theory & Models
Community Participation

Sax, Richard. The Planning Process in Social and Physical Planning and the Need for an Environmental Design. Monograph No. 2. Contra Costa Council of Community Services, 2717 N. Main Street, Suite 9, Walnut Creek, California 94596, November 1965, Pp. 40, $1.00, ED 028 614.

The dichotomy that exists between social and physical planning continues to be a major community problem. A comparison and examination is made between the basic concepts of social and physical planning. The two views are described and then the relationship between the two.

*Theory & Models

Schmuck, Richard A., Runkel, Philip J. and Langmeyer, Daniel. "Improving Organizational Problem Solving in a School Faculty."

Theory & Models
*Problem Analysis
Selection of Alternatives
Technical Reference
    -management

School and Community: Partners in Education. **Fresno County Department of Education, 2314 Mariposa Street, Fresno, California 93721, 1972, $12.00.**

A series of handbooks explaining Fresno's planning model. Included are: A way to Determine Needs and Set Goals, Evaluation and Assessment of the Performance of Certificated Personnel, From Goals to Action, School District Goals, and School/District Profile.

*Theory & Models
*Needs Assessment

Sharing Decisions-Dallas Style: An Overview of Dallas' Model for Shared Decision-Making. **Dallas Independent School District, Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas 75204, 1973.**

This booklet relates the experience and procedures of goal setting, needs assessment and decision-making in Dallas. The most important component of the model is "Operation Involvement", an effort involving 600 participants.

*Theory & Models
Community Participation
*Goal Development
*Needs Assessment
Technical Reference
  -management

Speigelman, Robert G. and others. Cost-Benefit Model to Evaluate Educational Programs.

Theory & Models
*Evaluation

Stambler, Moses. "A Model for Simulation of an Educational Problem."

Theory & Models
*Problem Analysis

Straus, David A. and others. Tools for Change: A Basic Course in Problem-Solving.

Theory & Models
*Problem Analysis

Stufflebeam, Daniel, Foley, Walter et al. Educational Evaluation and Decision-Making.

Theory & Models
*Evaluation

Suchman, Edward. Evaluative Research.

Theory & Models
*Evaluation

Sumption, Merle R. and Engstrom, Yvonne. School-Community Relations: A New Approach.

Theory & Models
*Community Participation

Tanner, Kenneth. Designs for Educational Planning. Lexington, Massachusetts: Heath Lexington Books, 1971, Pp. 257.

The author views educational planning as an intellectual system which includes three subsystems: operations research, systems analysis, and technology. Systems analysis provides a process for investigating the nature, function and relationship of an educational problem. Operations research provides the models and tools for problem solving, and technology provides the hardware and software tools to aid planning. The author provides a number of mathematical models to be used in educational planning.

*Theory & Models

Tanner, Kenneth. "Futuristic Models for Educational Choice." Educational Planning, Vol. 2, No. 4 (June 1973): 10-20.

This article discusses eight computer assisted planning models that facilitate decision-making. It also discusses three orientations to decision-making: planning, systems analysis and operations research.

*Theory & Models

Tanner, C. Kenneth, Phillips, James B. and Yoda, Koji. "Planning with Delphi and MBO." Education Tomorrow: ISEP Journal (now Educational Planning), May 1972, pp. 70-96.

Illustrates a simplified procedure for formulating and ordering general objectives through the Delphi Technique. Demonstrates that job descriptions can be developed as subsets of MBO. Presents a basic management model utilizing the results of a Delphi process.

*Theory & Models
*Goal Development
*Technical Reference
    -tools

The PAL System. Write to: Dr. R. F. Latta, Department of Education, Western Washington State College, Bellingham, Washington 98225.

The PAL System has been developed to train educators how to plan, write and evaluate learning activity or instructional packages. The PAL Program consists of nine instructional packages, each of which can be studied autonomously by the learner.

*Theory & Models

Thomas, J. Alan. The Productive School: A Systems Analysis Approach to Educational Administration. New York: John Wiley & Sons, 1971, Pp. 127.

This book presents some conceptual bases for complex social systems. It applies mathematical concepts to the concept of productivity or the relationship between the outcomes of education and the human and material resources which education consumes.

*Theory & Models

Tippitt, Ronald. "The Use of Social Research to Improve Social Practice." American Journal of Orthopsychiatry, XXV (July 1965): 663-669.

The author describes six models for the use of scientific resources. Three of the models impart change resources from outside the system. They are: (1) derivation of action designs from relevant research findings, (2) adoption of experimentally tested models of practice, and (3) diffusion between practitioners. The other three models develop the needed knowledge resources within the system. They are: (4) diagnostic team with feedback, (5) internal action-research process, and (6) training of consumers to be open to the use of science.

*Theory & Models

Tracz, George and Burtnyk, Wayne. "Educational Administration, Planning and Management: Let's Not Confuse the Terms." Education Canada, March 1972, pp. 44-47.

The authors describe the changing nature of educational planning and administration and attempts to clarify some of the semantic confusion surrounding these activities.

*Theory & Models

Weiss, Edmond. "The Fallacy of Appellation in Government Budgeting." Public Administration Review, July/August 1974, pp. 377-379.

The author points out and discusses the fallacy of appellation. This is defined as the rhetorical act of obscurring the distinction between the name of a budget category and the actual phenomena generally associated with that name. The author feels that this fallacy is a defect in budget deliberations.

*Theory * Models

Weiss, Edmond H. "An Inverted View of Educational Planning." Administrators Notebook, Midwest Administration Center, University of Chicago, Vol. XXII, No. 2, (1973).

The author takes the position that educational planning has largely ignored the need for rational approaches to goal elimination and program curtailment. What is needed is a sound basis for constricting the distribution of resources by restricting goal commitments and setting optimal targets.

*Theory & Models
*Goal Development

Weiss, Edmond H. "PPBS in Education." Journal of General Education, Spring 1973, pp. 17-27.

Discusses and refutes six common objectives to the installation and utilization of a PPBS system in a public school district.

*Theory & Models
Technical Reference
-management

Weiss, Edmond. "The Missing Variable in Input-Output Studies." Planning and Changing, Vol. 4, No. 4 (Winter 1974): 203-210.

The author discusses the missing variable of some of the studies concluding that school makes no difference. His premise is that schools are basically alike. All services and resource inputs of American schools exist within a normative range and do not produce dramatic differences in student learning. He concludes not that schooling has no effect, but that the common variable of going to school is a better predictor of performance than detailed descriptions of the school's practices.

*Theory & Models

Weiss, Edmond and Ackerman, Jerry. STEP, Year 1, Final Report Volume I & II. Philadelphia, Pennsylvania: Government Studies and Systems, June 1971, Pp. 110, ED 056 371 and ED 056 372.

This report reviews Trenton's PPB system. The theory behind PPB is given, telling what it is and what it is not. Also given is background material on the data collected for use in the system.

*Theory & Models
*Technical Reference
-tools

Willower, Donald. "Educational Change and Functional Equivalents." Education and Urban Society, August 1970, pp. 385-402.

After discussing the limitations of present methods of innovation, (curricular content, humanizing process, and adoption and diffusion) the author presents a new approach. The approach involves a structure that would be functional for both students and teachers in the form of a teaching caucus. This would be an intraorganizational structure composed of teachers with special strengths in given areas. Their purpose would be to diagnose and plan.

*Theory & Models

Winn, Ira J. "Educational Planning and 'The System': Myth and Reality." Comparative Education Review, III (October 1969): 343-350.

The author points that the root of the failure to effect educational change in traditional systems does not lie largely in the inherently conservative nature of school systems. The real cause of failure is the fixation on quantitative approaches to planning and the false hopes about manipulating educational system exteriors. The author offers another perspective on assessing progress toward reform. He believes that the traditional approach to planning is characterized by three mutually reinforcing errors: (1) Gathering quantitative data consumes most of the effort and interest of the planners and becomes virtually the goal of the operation. (2) Should the plan be used, the planners withdraw leaving implementation to others, who either do not know or do not understand the plan or who are technically incapable of efficiently carrying it through. (3) There is a failure of attention to teacher and administration training and the absence of developing good school-community relations for implementing social change.

*Theory & Models
Community Participation
Implementation

Zukosky, Jerome. Politics, Planning and Regionalism. February 1971, Pp. 20, ED 048 659.

This paper discusses the concept of regionalism, identifies the issues in public affairs pertaining to a region and develops structures through which citizens can participate in the decision-making process.

*Theory & Models
*Community Participation

COMMUNITY PARTICIPATION

Alinsky, Saul P. Rules for Radicals: A Practical Primer for Realistic Radicals. New York: Random House, 1971.

Alinsky discusses what makes a good organizer, a good organization, and a good issue. He analyzes the difficult problems such as communications between individuals. Throughout the book he stresses the dignity of the individual and the necessity of participation for the renewal of the democratic and creative spirit. He gives concrete priorities, perspective, and tools to future organizers.

*Community Participation
Technical Reference
-tools

Baker, George A. and Brownwell, Richard. Participative Goal-Setting: A Synthesis of Individual and Institutional Purpose.

*Theory and Models
Community Participation
*Goal Development
Technical Reference
-objectives

Berube, Maurice R. "Educational Achievement and Community Control." Community Issues, Vol. 1, No. 1 (1968): Flushing, N. Y.: Institute for Community Studies, Queens College.

The Institute argues for community control of the schools. The conclusions of the Coleman Report--that pupil and teacher attitudes are the critical factors in education form the basis of the report. He feels that the most important immediate benefit of locally controlled schools will be the improvement of the children's self-images and the teachers attitudes and expectations.

*Community Participation

Bloomberg, Warner, Jr. and Kincaid, John. "Parent Participation: Practical Policy or Another Panecea?" Urban Review, 2 (June 1968): 5-11.

The authors view the surge toward increased citizen participation as being another manifestation of the "taxpayers revolt." They examine the process of increased citizen participation in education and come to a series of conclusions.

*Community Participation

Briddle, William W. The Community Development Process. New York: Holt, Rinehart & Winston, 1965.

This book defines and delineates the community development process: how it occurs, what comprises it, what factors influence it, who is involved, and who benefits. Two case studies are presented. The participatory process is also related to the life of urban areas.

*Community Participation

Cahn, Edgar A. and Passett, Barry A., eds. Citizen Participation: Effecting Community Change. New York: Frederick A. Praeger, 1971.

A collection of essays and articles setting forth theories, case histories and discussions on citizen participation.

*Community Participation

Cahn, Edgar S. and Cahn, Jean Camper. "Maximum Feasible Participation: A General Overview." Citizen Participation: Effecting Community Change, Edgar S. Cahn and Barry A. Passett, eds., Praeger Special Studies in United States Economic & Social Development. New York: Frederick A. Praeger, 1971.

The value of citizen participation is advocated. Extensive illustrative material is drawn from local experiences. A portion of the experiences are taken from citizen participation in education.

*Community Participation

Community, a magazine published by Institute for Community Studies.

Community Participation
*Appendix
    -periodicals

Dalin, Per. "Planning for Change in Education--Qualitative Aspects on Educational Planning."

*Theory & Models
Community Participation
Problem Analysis

Decentralization and Community Involvement: A Status Report. Educational Research Service, Circular No. 7. NEA Research Division & the American Association of School Administrators, 1969.

This is a report of a 1969 inquiry of the ERS into the status and nature of decentralization and/or community control or participation in big city school systems.

*Community Participation

Delbecq, André and Andrew Van De Ven. "A Group Process Model for Problem Identification and Program Planning."

*Theory & Models
Community Participation
*Problem Analysis

Dochterman, Clifford L. and Beshoar, Barran B. Directions to Excellence in Education. Improving State Leadership in Education, Denver, Colorado, 1971, Pp. 440, ED 059 129.

This mimeograph is directed toward all people involved in or concerned with education. It raises important questions about what people expect and demand from

51

an educational system. These expectations must be channeled into comprehensive long range planning to achieve excellence in education.

*Theory & Models
*Community Participation
Needs Assessment
Technical Reference
    -objectives

Doll, Russell C., Love, Barbara J. and Levine, Daniel U. "Systems Renewal in a Big-City School District: The Lessons of Louisville." Phi Delta Kappan, 54 (April 1973): 524-534.

History and analysis of Project Focus, a massive attempt in Louisville, Kentucky to train and retrain educational personnel systematically, modify the organizational framework for instruction, tie the school more closely to the community it served, and systematize administrative procedures to increase feedback and improve decision-making. Some components of the system were: eight-member teaching teams working in "family" groupings of students, provision of planning time for team members, flexible scheduling of school day, and government of each Focus School by a mini board of parents, teachers and pupils.

*Theory & Models
*Community Participation
Implementation
Technical Reference
    -management

Echlein, J. T., and Sauffer, Armand. Community Organizers and Social Planners. New York: John Wiley & Sons, 1972.

A case book of illustrative studies in community organization and planning. It provides a philosophy and how-to-do-it advice concerning community social work. None of the case studies reviewed in the book relate directly to the schools. However, the theoretical chapters may prove helpful for professionals planning intervention in a community and to citizens interested in organizing to influence the schools.

Theory & Models
*Community Participation
Technical Reference
    -tools

Education for the 70's: A Survey of Community Opinion About the Tacoma Public Schools. Tacoma Public Schools, Tacoma, Washington, May 1971, Pp. 132, ED 053 191.

To facilitate planning, development and implementation of educational policies, data was collected concerning community attitudes toward education programs. Sampling procedures, instrumentation, data collection and responses to questionnaires are described in detail.

*Community Participation
Needs Assessment
*Technical Reference
    -tools

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Politics and Power Structure: Influence on Education. ERIC Abstract Series, Number 4. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, October 1969, Pp. 24, $2.00, ED 036 891.

Topics include: political power, power structure and political science.

*Community Participation
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Citizen Involvement in the Control of Schools. ERIC Abstract Series, Number 13. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, November 1970, Pp. 28, $2.00, ED 044 832.

Topics include: citizen participation, decentralization, parent participation, parent/school relationship, school-community relationship, school district autonomy.

*Community Participation
*Bibliographies

Ewing, David. The Human Side of Planning. London: The Macmillan Company, 1969, Pp. 214.

The author emphasizes the human side of planning. He feels many well laid out plans have failed because the people involved in carrying them out have not been helped in formulating, understanding and gaining skills to carry out the plan.

*Theory & Models
*Community Participation

Fantini, Mario D. "Community Control and Quality Education in Urban School Systems." In Community Control of Schools, Henry M. Levin, ed. Washington, D. C.: The Brookings Institution, 1970.

Fantini outlines his basic argument on citizen participation. Fundamental reform--in the crucial areas of governance, goals and personnel--can best be generated by the community control movement.

*Community Participation

Fantini, Mario, Gittell, Marilyn and Magat, Richard. Community Control and the Urban School. New York: Frederick A. Praeger, 1970.

The authors' main purpose in this very useful book is to provide an introductary overview of the theory and history of the community control movement in education. Parent and citizen participation such as locally elected school boards, community meetings, and in-school service by parents is seen as a crucial factor in quality education.

*Community Participation

Fantini, Mario D. "Community Participation: Many Faces, Many Directions." Educational Leadership, 29 (1972): 674-80.

Here the various forms of community participation--for public relations, instructional support, community service, crisis resolution, accountability, and school governance--are described. Distribution of power in educational decision-making is also discussed.

*Community Participation

Filep, Robert. Evolving Educational Goals for California Schools: Four Case Studies. California School Boards Association, Oct. 1970, Pp. 75, ED 047 405.

The report documents the efforts of four school districts to bring their communities into the decision-making process at the levels of basic educational philosophy and immediate local needs and goals.

*Community Participation
*Goal Determination

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary. Washington, D.C.: General Learning Corporation, 1969, Pp. 290, ED 047 172. Appendices, Vol. 1. 1969, Pp. 303, ED 047 173. Appendices, Vol. 2. 1969, Pp. 183, ED 047 174.

Presents program alternatives for operating an innovative school system. Details needs, goals and resources of the systems as defined by community residents, D.C. schools, government agencies, General Learning Corporation, and others. Also includes GLC planning design, history of project, goal constraints, and recommended plans. Vol. 1 of the appendices reports on the definition phase activities of planning for the Fort Lincoln New Town educational system. Vol. 2 describes the nature of the community survey and the responses of the students.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
    -objectives

Fort Lincoln New Town Education System. Midterm Report Revised. Report No. 3, Vols. I, II and III. Washington, D.C.: General Learning Corporation, April 6, 1970, Pp. 239, ED 047 175 (Vol. I); Pp. 413, ED 047 176 (Vol. II); Pp. 215, ED 047 177 (Vol. III).

Vol. I describes the goals, objectives, materials, and activities of the Fort Lincoln New Town Elementary School curriculum, including placement, record-keeping, and reporting procedures; and provisions for special education and pupil personnel services. Contains sample record forms. Vol. II includes: 1) Organizational/Staffing Plan; 2) Operation Plan; and 3) Community Participation Plan. Vol. III contains a facilities plan, a funding plan and an implementation plan. Though developed for the D.C. school, the philosophy and basic components can be adopted to any setting that implements an "Open Plan" educational system.

*Theory & Models
*Community Participation
*Implementation
*Technical Reference
    -management
    -objectives

Gittell, Marilyn. "Potential for Change: Community Roles." Journal of Negro Education, 40 (1971): 216-26.

After remarking that community control is not revolutionary, but reformist, the author analyzes the Ocean Hill-Brownsville controversy and the portents for community control everywhere. Her article includes both psychological and sociological implications of community control and concludes in a vigorous endorsement of citizen participation.

*Community Participation

Hamlin, Herbert M. Citizen Participation in Local Policy Making for Public Education. Urbana, Illinois: College of Ed., University of Illinois, 1957.

This paper begins with a survey of types of public educational policies that must be determined locally. The author examines why he believes a system of citizen's committees are essential, how they should operate, what their jurisdiction should be, and the basic considerations for selecting and organizing such committees.

*Community Participation

Hamlin, Herbert M. "Organized Citizen Participation in the Public Schools." Review of Educational Research, 23 (1953): 346-52.

This review of studies dealing with background for understanding citizens groups in education and studies of actual local citizen groups, contains critical evaluative questions concerning citizen participation in education, hypothesis regarding citizens groups, some specific recommendations for organization, and a good bibliography.

*Community Participation

Haring, Roy J. The Role of the Superintendent in the Interrelationship of School and Community. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

This project discusses a wide spectrum of considerations including suggestions as to how the superintendent can encourage public interest in the schools, the importance of teaching and of teacher participation in community activities, learning how to utilize community resources, school boards and how they can be induced to operate so as to increase parent participation and how to create lay committees to advise on specific problems.

*Community Participation

Holliday, Albert and Goble, Nicholas. "How to Make a Citizens' Committee Work." Pennsylvania Education, July-August 1972, pp. 6-7.

The article provides some valid reasons for having a citizens' committee. A list of questions for administrators to answer before forming a committee are also given. A short and very informative article.

*Community Participation
Technical Reference
-tools

Hunt, Gerard J. A Guide for the Formation & Effective Functioning of Citizen Health & Mental Health Advisory Groups. Community Mental Health Studies, Maryland State Department of Health & Mental Hygiene, 1973.

Although this report centers on mental health, it can apply to the question of citizen participation in education. The author provides a theoretical model and a set of guidelines for the formation of citizen advisory groups.

*Community Participation

Jackson, Kathleen O'Brien. Annotated Bibliography on School-Community Relations. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97493, July 1969, Pp. 25, $1.35, ED 030 220.

Includes 79 citations subdivided into the following categories: (1) general discussions of school-community relations, (2) school politics and community power structure, (3) school and public relations, (4) schools and urban problems.

*Community Participation
*Bibliographies

Katz, Michael B. Class, Bureaucracy and Schools: The Illusion of Educational Change in America. New York: Frederick A. Praeger, 1971.

This book provides a useful historical background for proponents of citizen participation and community control. The book also discusses the development of bureaucracy, professionalism and standardized administration.

*Community Participation

Koerner, James D. Who Controls American Education? Boston: Beacon Press, 1968.

A discussion of such major controversial issues as federal control vs. local control, professional vs. layman. Mr. Koerner provides insights into the problems and possibilities of real lay control in the community. The author sees reform and change in the educational establishment coming from assessment programs, interstate policy committees and a better informed, more active citizenry.

*Community Participation

Kotler, Milton. Neighborhood Government: The Local Foundations of Political Life. **Indianapolis: Bobbs-Merrill, 1969.**

The book provides a thought provoking argument for local neighborhood or community control. It does not stress education specifically. The author believes that community control is a solution to what the author sees as the alienation, apathy, mindless expansion and waste of an increasingly centralized and bureaucratized urban life.

*Community Participation

Lang, Carroll A. and Rose, B. Keith. "Community Involvement in Educational Accountabilability." Phi Delta Kappan, Vol. 54, No. 2 (1972).

The authors describe the model program divised by Phi Delta Kappan's Commission on Educational Planning, which involves community members, teachers, administrators, and students in a goal-setting workshop. It includes setting priorities, increasing community participation and communications, improving program planning, and involving many groups in educational assessment.

*Community Participation
*Goal Development

Lopate, Carol, et al. "Decentralization and Community Participation in Public Education." Review of Educational Research, XL (February 1970): 135-150.

The author believes that three questions are inherent in any evaluation of a centralized or decentralized political system: (1) to what extent are the primary needs and expressed wishes of clients of the system represented in the process? (2) are the identification and involvement of the clients with the process advanced or retarded? and (3) is the system maximally efficient in accomplishing this purpose?

Since educational goals are largely defined in terms of preparing individuals for functioning in a democratic society, the three questions are interrelated.

*Community Participation
Needs Assessment

Markus, Frank, ed. Partners for Educational Progress. An Analysis of Cooperation--Importance, Status, Principles, Examples and Action Programs. Kansas, Missouri: Metropolitan School Study Group, October 1967, Pp. 68, ED 015 541.

The article contains four essays that reflect the thinking and recommendations of participants in the Kansas City Metropolitan School Study. The goal was to herald a greater determination to achieve the goals of the schools through cooperation and participation.

*Community Participation

McCoy, Rhody A. "The Formation of a Community-Controlled School District." in Community Control of Schools, Henry M. Levin, ed. Washington, D.C.: The Brookings Institute, 1970.

Rhody McCoy discusses his role in the formation of a working community controlled school system. He contends that the professional educators now running the urban schools are not oriented toward citizen needs and are defensive and deceptive in their dealings with the real clientele of the educational system--the public.

*Community Participation

Project Design. Final Project Report: Final Internal Evaluation.

Theory & Models
Community Participation
Needs Assessment
*Evaluation
Technical Reference
    -objectives

Rushing, Joe B. "Involving the Community in School Planning." American School Board Journal, Vol. 141, No. 1 (1960): 18-19.

This description of the success of a Texas school district in building support for the school program, particularly for a bond issue, through the use of a "Citizens Advisory Committee" created by the school board itself, enumerates the organizational principles the board successfully followed.

*Community Participation

Sandberg, John, ed. Schools and Comprehensive Urban Planning.

*Theory & Models
Community Participation

Sharing Decisions-Dallas Style: An Overview of the Dallas Model for Shared Decision-Making.

*Theory & Models
Community Participation
*Goal Development
*Needs Assessment
Technical Reference
    -management

Sumption, Merle R. and Engstrom, Yvonne. School-Community Relations: A New Approach. New York: McGraw-Hill, 1966, Pp. 238.

Included in this book are chapters relating to "How the Community Participates," "The Citizen Advisory Committees," and "Communications between School & Community."

Theory & Models
*Community Participation

Webb, Kenneth and Hatry, Harry P. *Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments.*

Community Participation
*Technical Reference
-tools

Winn, Ira J. "Educational Planning and 'The System': Myth and Reality."

*Theory & Models
Community Participation
Implementation

Wooch, Roger R. "Community Operated Schools--A Way Out?" *Urban Education,* Vol. 3, No. 3 (1968): 132-142.

Wooch points out, with reference to specific cases, the failure of and unrealistic natures of both compensatory programs and desegregation efforts as attempts to improve the drastic state of nonwhite education. He raises the issue, finally, of the nonwhite demand for local control in education as a solution.

*Community Participation

Wright, Nathan, Jr., ed. *What Black Educators are Saying.* New York: Hawthorn Books, 1970.

This collection of mostly short articles and essays by black people involved in education, covers various topics concerning blacks and education. Several articles relevant to citizen participation.

*Community Participation

Yates, Douglas T., Jr. *Neighborhood Democracy: The Politics and Impacts of Decentralization.* Lexington, Massachusetts: D. C. Health, 1973.

Yates is interested in measuring the impact and tangible results of attempts at decentralization, which vary from block associations to local school boards to neighborhood health corporations. Of particular interest is his discussion of local school boards.

*Community Participation

Zukosky, Jerome. *Politics, Planning and Regionalism.* February, 1971, Pp. 20, ED 048 659.

This paper discusses the concept of regionalism, identifies the issues in public affairs pertaining to a region and develops structures through which citizens can participate in the decision-making process.

*Theory & Models
*Community Participation

GOAL DEVELOPMENT

Advisory Task Force on Educational Goals. Educational Goals. Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 52702, December 1972, Pp. 25.

This booklet provides examples of one state's attempt to set educational goals. Included are the definition of a goal, Wisconsin's goal statements, and the background and procedures used to develop the goals.

*Goal Development

Baker, George A. and Brownwell, Richard. Participative Goal-Setting: A Synthesis of Individual and Institutional Purpose. May 1972, Pp. 23, ED 967 073.

A program designed by the National Laboratory for Higher Education to provide a realistic strategy for integrating the people and purpose of two-year colleges. The development of goals is done in a two step process: (1) identifying and classifying appropriate goal statements. (2) devising a strategy to achieve goal consensus and set goal priorities.

*Theory & Models
Community Participation
*Goal Development
Technical Reference
-objectives

Doherty, Victor and Hathaway, Walter. "Designing Behavioral Goals, K-12." Oregon ASCD Curriculum Bulletin, Vol. XXVII, No. 320, P.O. Box 421, Salem, Oregon 97308, $1.25 per copy, $5.00 per year.

A guide to the nature, purpose, and potential uses of twelve course goal collections of schools in the Portland, Oregon area.

*Goal Development

Doherty, Victor. Goals and Objectives in PPBS.

Theory & Models
Goal Development
*Technical Reference
-objectives

Elboim-Dror, Rachel. "Some Characteristics of the Education Policy Formation System." Policy Sciences, Vol. 1 (Summer 1970): 231-253.

This paper examines some of the distinctive features of the educational policy formation system. The importance of formal goals are reviewed as well as the problems caused by the intangibility of some educational goals. A good overall orientation to the importance of goals and policy formation.

*Theory & Models
*Goal Development
Problem Analysis

Feldmesser, Robert. Educational Goal Indicators for New Jersey. Princeton, New Jersey: Educational Testing Service, February 1973, Pp. 64.

This report lists each of New Jersey's goals for education. Under each goal a list of indicators is given and discussed. An indicator is defined as a measure not of what students are acquiring in school but rather of a post-educational condition or behavior that an educational system is supposed to produce.

*Goal Development
Technical Reference
-tools

Filep, Robert. Evolving Educational Goals for California Schools: Four Case Studies. Sacramento, California: California School Boards Association, Oct. 1970, Pp. 75, ED 047 405.

The report documents the efforts of four school districts to bring their communities into the decision-making process at the levels of basic educational philosophy and immediate local needs and goals.

*Community Participation
*Goal Development

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary. Washington, D.C.: General Learning Corporation, 1969, Pp. 290, ED 047 172. Appendices, Vol. 1. 1969, Pp. 303, ED 047 173. Appendices, Vol. 2. 1969, Pp. 183, ED 047 174.

Presents program alternatives for operating an innovative school system. Details needs, goals and resources of the system as defined by community residents, D.C. schools, Government agencies, General Learning Corporation, and others. Also includes GLC planning design, history of project, goal constraints, and recommended plans. Vol. 1 of the appendices reports on the definition phase activities of planning for the Fort Lincoln New Town education system. Vol. 2 describes the nature of the community survey and the responses of the students.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
-objectives

Garman, Mark and Northall, Jane. Goal Analysis Procedures. Project SIMU School: Santa Clara County Component. San Jose, California: Santa Clara County Office of Education, January 1973, Pp. 27, ED 079 858.

This paper addresses one element of the education planning process--the objectives to be attained as a result of the implementation.

*Goal Development

Hierarchy for Goals and Objectives.

Goal Development
*Technical Reference
    -objectives

Kaufman, Roger. Education System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
    -management
    -tools

Lang, Carroll A. and Rose, B. Keith. "Community Involvement in Educational Accountability." Phi Delta Kappan, Vol. 54, No. 2 (1972).

The authors describe the model program devised by Phi Delta Kappan's Commission on Educational Planning, which involves community members, teachers, administrators, and students in a goal-setting workshop. It includes setting priorities, increasing community participation and communications, improving program planning, and involving many groups in educational assessment.

*Community Participation
*Goal Development

Mager, Robert F. Goal Analysis. Fearon Publishers, 6 Davis Drive, Belmont, California 94002, 1972, Pp. 135, $2.95.

Based on the premise that broad statements of intent can be achieved only to the degree that their meaning is understood, this book presents a simple, step-by-step procedure for clearly describing the meaning of goals in terms of desired performance.

*Goal Development
*Technical Reference
    -objectives

McAshan, H. H. The Goals Approach to Performance Objectives. Philadelphia: W. B. Saunders Co., 1974, Pp. 301.

The author views a goal as a point of departure in the statement of complete and meaningful performance objectives. The intrinsic ends of a program (goals) are a part of and should be included with the particular performance objectives. The author's approach gives meaning and direction to performance objectives.

*Goal Development
Evaluation
*Technical Reference
    -objectives

Popham, James. Objective-Based Management Strategies for Large Education Systems.

Goal Development
*Technical Reference
  -management
  -objectives

Project Open Technical Report. Statewide Educational Needs Assessment in the State of Rhode Island. Rhode Island Department of Education, Office of Planning and Management, 199 Promenade Street, Providence, Rhode Island 02908, October 1973, Pp. 26.

Project Open was designed to carry out the first step in a long range goals implementation strategy. This booklet outlines the participatory procedures used, the structure of the instruments and samples of questionnaires and goals.

*Goal Development
*Technical Reference
  -tools

Sharing Decisions--Dallas Style: An Overview of Dallas Model for Shared Decision-Making. Dallas Independent School District, Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas 75204, 1973.

This booklet relates the experience and procedures of goal setting, needs assessment and decision-making in Dallas. The most important component of the model is "Operation Involvement," an effort involving 600 participants.

*Theory & Models
Community Participation
*Goal Development
*Needs Assessment
Technical Reference
  -management

Wieland, George F. "The Determinants of Clarity in Organizations Goals." Human Relations, XXII (April 1969): 161-172.

The author discusses two kinds of clarity/unclarity of the goals or purposes of organizations. First, a goal may be clear or unclear according to the amount of knowledge organizational members have concerning the goal. Second, a goal may be clear or unclear depending on the consensus or lack of consensus among members regarding the organizational goal.

*Goal Development

Weiss, Edmond H. "An Inverted View of Educational Planning." Administrators Notebook, Midwest Administration Center, University of Chicago, Vol. XXII, No. 2 (1973).

The author takes the position that educational planning has largely ignored the need for rational approaches to goal elimination and program curtailment. What is needed is a sound basis for constricting the distribution of resources by restricting goal commitments and setting optimal targets.

*Theory & Models
*Goal Development

Workshop Packet for Educational Goals & Objectives. Phi Delta Kappa, Inc., 8th and Union, Box 789, Bloomington, Indiana 47401, $60.00.

This kit includes the necessary instructions and materials for carrying out a participatory goal development meeting.

*Goal Development

C3

NEEDS ASSESSMENT

Alkin, Marvin C. "Products for Improving Educational Evaluation." *Evaluation Comment*, II (September 1970): 1-15.

Describes the work toward the center's five goals, (Needs Assessment, Program Planning, Implementation, Evaluation, Progress Evaluation, Outcome Evaluation). Available to districts are courses, tests, and measurement techniques to evaluate and/or improve their definition of goals, the collection and analysis of statistical data, the attitudes of students, the achievement levels of students.

*Needs Assessment
Implementation
*Evaluation
Technical Reference
-tools

Campbell, Vincent and Markle, David. *Identifying and Formulating Educational Planning Problems. Final Report.*

*Theory & Models
Needs Assessment
*Problem Analysis
Evaluation
*Technical Reference
-objectives

Center for the Study of Evaluation. *Elementary School Evaluation Kit.* Allyn and Bacon, Inc., Langwood Division, Boston, Massachusetts 02210, $80.00.

An authoritative and carefully field tested kit to help the principal, superintendent, and curriculum director answer two vital questions: (1) What are my school priority needs? (2) How can I best allocate my school resources to meet their needs?

*Needs Assessment
*Evaluation

***Coding and Selecting Test Items.* Booklet for Developing Evaluative Skills, Number 4. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1972, Pp. 38.**

This booklet provides educators with basic guidelines to select tests that best reflect the concepts and skills emphasized in their instructional curricula.

*Needs Assessment
Technical Reference
-tools

Dochterman, Clifford L. and Beshoar, Barran B. *Directions to Excellence in Education.*

*Theory & Models
*Community Participation
Needs Assessment
Technical Reference
-objectives

Eastmond, Jefferson N. Conducting Public Opinion Surveys for Schools: A "Do-it-Yourself" Activity for Project Next Step. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109, September 1971.

This handbook explains simplified polling procedures and methods to collect community concerns about schools. Examples are given.

*Needs Assessment
*Technical Reference
-tools

Eastmond, Jefferson N. The Process of Educational Planning Project Design. Fresno, California: Fresno City Unified School District, August 1968, Pp. 10, ED 038 769.

A short summary of educational planning, needs assessment and fitting problem solving into a long-range education and community master plan.

*Theory & Models
*Needs Assessment
*Problem Analysis

Education for the 70's: A Survey of Community Opinion About the Tacoma Public Schools.

*Community Participation
Needs Assessment
*Technical Reference
-objectives

Educational Needs Assessments in C.E.S.A. Six Local School Districts. State of Wisconsin Department of Public Instruction, Wisconsin Hall, 126 Tangen Street, Madison, Wisconsin 53702, 1973.

This report is a summary of the first phase of Project Next Step: Planning in the State Education Agency. Part A of the report provides an overview of economic and population characteristics of the counties involved. Part B contains the individual district needs assessment reports with the processes and findings of each LEA. Part C contains a chronological record of the activities which are required to initiate planning.

*Needs Assessment
Technical Reference
-tools

Educational Needs Assessment Project. Merrill Area Public Schools, 1111 N. Sales Street, Merrill, Wisconsin 54452, September 1973, Pp. 13.

This report outlines the specific Educational Needs Assessment Project Plan. The committees needed and their functions in the needs assessment are given. Examples of opinion surveys used in the district are also given.

*Needs Assessment
Technical Reference
-tools

Evaluation Workshop II: Needs Assessment/Preliminary Version. CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940, 408-373-2932, 1973.

The materials in this handbook provide training in the procedures needed to conduct a needs assessment evaluation and to identify high priority need areas.

*Needs Assessment

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary. Washington, D. C:: General Learning Corporation, 1969, Pp. 290, ED 047 172. Appendices, Vol. 1. 1969, Pp. 303, ED 047 173. Appendices, Vol. 2. 1969, Pp. 183, ED 047 174.

Presents program alternatives for operating an innovative school system. Details needs, goals and resources of the system as defined by community residents, D.C. schools, Government agencies, General Learning Corporation, and others. Also includes GLC planning design, history of project, goal constraints, and recommended plans. Vol. 1 of the appendices reports on the definition phase activities of planning for the Fort Lincoln New Town education system. Vol. 2 describes the nature of the community survey and the responses of the students.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
    -objectives

A Guide to Needs Assessment: ESEA Title I. Branch of Urban Education, Division of Curriculum and Instruction, New Jersey Department of Education, 225 West State Street, Trenton, New Jersey 08625, May 1974, Pp. 117.

Deals with the concept and process of needs assessment as it relates to educationally deprived children. Section I focuses on the rationale for selection of project participants. Section II explains rationale, concepts and methodologies for determination of special needs. Section III describes instruments and means of measurements for both the selection and determination processes. Annotated bibliographies of test information, and of literature concerning taxonomies of learning objectives. Glossary included.

*Needs Assessment
*Technical Reference
    -objectives
    -tools

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Department of Adult and Continuing Education, University of Nebraska, Lincoln, Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: (1) client analysis and need; (2) establishing objectives; (3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
    -objectives
    -tools
*Bibliographies

Immegart, Glenn and Pilechi, Francis. "Assessing Organizational Output: A Framework and Some Implications."

*Theory & Models
Needs Assessment
Technical Reference
    -tools

Jackson, Douglas and Messick, Samuel, ed. Problems in Human Assessment. New York: McGraw-Hill, 1967, Pp. 873.

This comprehensive book provides basic reference material and thorough discussions relevant to human assessment. It offers reading in psychological testing, educational measurement, personality assessment, measurement of human abilities, personnel selection and clinical diagnosis.

*Needs Assessment
*Technical Reference
    -tools

Kaufman, Roger. Education System Planning. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, Pp. 165, $7.95.

Presents concepts and tools for planning "what to do." The planning process establishes an identification of needs before anything else is considered. A blueprint of action based on accurate measurements eliminates premature choice of a solution before the problem has been identified. Problem solving techniques are described to help the reader attain or maintain programs that are worthwhile. Bibliography included.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
    -management
    -tools

Kurland, Norman D. "Developing Indicators of Educational Performance."

Needs Assessment
*Evaluation
*Technical Reference
-objectives

Lopate, Carol, et al. "Decentralization and Community Participation in Public Education."

*Community Participation
Needs Assessment

Management System: Needs Assessment Program Worksheets and Handouts. Educational Improvement Center-South, Woodbury-Glassboro Road, Pitman, New Jersey 08071, 609-589-3410.

This workbook provides step-by-step instructions for carrying out a needs assessment. It includes worksheets for projection and handouts.

*Needs Assessment

Mangione, Samuel. "Bringing Perspective to the Change Situation." Educational Leadership, XXVII (January 1970): 359-362.

The author emphasizes that no clear blueprint, strategy or process exists which can be applied to all situations. There are several models and strategies from which a planner can extract ideas. The following elements are discussed: (1) need for involvement, (2) climate for change, (3) need identification and assessment, (4) establishment of priorities, (5) searching for solutions, and (6) implementation.

*Theory & Models
*Needs Assessment
Selection of Alternatives
Implementation

Needs Assessment. Booklets for Developing Evaluative Skills, Number 8. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1970, Pp. 48.

Outlines the steps necessary in conducting a needs assessment by writing performance objectives.

*Needs Assessment
*Technical Reference
-objectives

Needs Assessment: A Manual for Educators. No. 1.0a. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109.

This is one booklet in a series of handbooks dealing with educational planning. The steps for a needs assessment are outlined with explanation following each step. A bibliography is included.

*Needs Assessment

Nelson, William C. *Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography.*

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
-tools
*Bibliographies

Project Design. *Brainstorm: A Sub-Project Assessing Educational Needs as Perceived by School Staff, No. 1.* Fresno, California: Fresno City Unified School District, April 1968, Pp. 56, ED 038 743.

This article is the first in a series pertaining to needs assessment in Fresno City. The Brainstorm Project was geared to identify areas in which current educational programs and services fail to meet perceived standards. Other titles pertaining to needs assessment are:

ED 038 744 - Speak-Up: A Sub-Project Assessing Educational Needs as Perceived by the Community.
ED 038 745 - Student Speak-Up: A Sub-Project Assessing Educational Needs as Perceived by Secondary Students.
ED 038 746 - School Staffing: An Analysis of Selecting Factors.
ED 038 747 - Analysis of Achievement
ED 038 748 - Problems Perceived by Educational Leadership
ED 038 749 - Reading
ED 038 750 - Language
ED 038 751 - Mathematics
ED 038 752 - Science
ED 038 753 - Foreign Languages
ED 038 754 - Cultural Arts
ED 038 755 - Social Science
ED 038 756 - Physical Education
ED 038 757 - Teaching/Learning Processes
ED 038 758 - Special Education
ED 038 759 - Guidance
ED 038 760 - Health
ED 038 761 - Student Personnel
ED 038 762 - Adult Education
ED 038 763 - Vocational Education
ED 038 764 - Relevance and Quality Education for Minorities
ED 038 765 - Special Needs of Mexican-Americans
ED 038 766 - Special Needs of Negroes

*Needs Assessment

Project Design. Configurations: Design for the Future. Education Master Plan. Volume B.

*Theory & Models
Needs Assessment
*Problem Analysis
*Technical Reference
    -objectives

Project Design. Final Project Report: Final Internal Evaluation.

Theory & Models
Community Participation
Needs Assessment
*Evaluation
Technical Reference
    -objectives

School and Community: Partners in Education. Fresno County Department of Education, 2314 Mariposa Street, Fresno, California 93721, 1972, $12.00.

A series of handbooks explaining Fresno's planning model. Included are: A Way to Determine Needs and Set Goals, Evaluation and Assessment of the Performance of Certificated Personnel, From Goals to Action, School District Goals and School District Profile.

*Theory & Models
*Needs Assessment

Sharing Decisions--Dallas Style: An Overview of Dallas' Model for Shared-Decision-Making. Dallas Independent School District. Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas 75204, 1973.

This booklet relates the experience and procedures of goal setting, needs assessment and decision making in Dallas. The most important component of the model is "Operation Involvement," an effort involving 600 participants.

*Theory & Models
Community Participation
*Goal Development
*Needs Assessment
Technical Reference
    -management

Whitson, Dorothy W. Educational Planning: The Census Bureau Can Help. Paper, American Association of School Administrators, March 1973, Pp. 4.

Suggests uses of census data for local school districts who are involved in planning and policy making.

*Needs Assessment

PROBLEM ANALYSIS

Alexis, Marcus and Wilson, Charles. Organizational Decision-Making. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967, Pp. 439.

This book examines the behaviorial concepts important to decision-making. It also provides a detailed discussion of the quantitative concepts of problem solving and models for decision-making. The last part of the book deals with the problems of planning in orgnaizations.

*Theory & Models
*Problem Analysis
*Technical Reference
    - management

Campbell, Vincent and Markle, David. Identifying and Formulating Educational Planning Problems. Final Report. Berkeley, California: Far West Laboratory for Educational Research, April 1968, Pp. 93, ED 030 095.

This report discusses effective techniques for identifying education needs and formulating them into well-defined problems.

*Theory & Models
Needs Assessment
*Problem Analysis
Evaluation
*Technical Reference
    - objectives

Churchman, Charles W., Ackoff, Russell L. and Arnoff, Leonard E. Introduction to Operations Research, New York: John Wiley & Sons. 1957, Pp. 645.

This text offers a comprehensive overview to operations research. It includes case studies and the use of mathematical models, and an overall systems approach to problems. Operations research is defined as the application of scientific methods, techniques, and tools to problems involving the operations of a system so as to provide those in control of the system with optimum solutions to the problems.

*Theory & Models
*Problem Analysis
*Technical Reference
    - tools

Cooper, Joseph D. The Art of Decision-Making. Garden City, New York: Doubleday, 1961.

This book is an attempt to help individuals improve their abilities to find facts and solve problems. It is also written to help organizations improve their internal arrangements and procedures to make a better environment for decision-making.

*Problem Analysis
*Technical Reference-Management
    - management

Corrigan, Robert E., Corrigan, Betty O. and Kaufman, Roger A. The Steps and Tools of the Systems Synthesis in Education. Burlingame, California: Operation PEP, 1967, Pp. 46, ED 020 584.

The basic systems approach is outlined. It describes these stages: (1) identify the problem, (2) analyze the problem and set goals, (3) determine solution strategy, (4) implement solution strategy, (5) determine strategy effectiveness.

*Theory & Models
*Problem Analysis
*Selection of alternatives
Implementation
Evaluation

Dalin, Per. "Planning for Change in Education - Qualitative Aspects on Educational Planning."

*Theory & Models
Community Participation
Problem Analysis

Delbecq, Andre' and Van De Ven, Andrew. "A Group Process Model for Problem Identification and Program Planning." Journal of Applied Behavioral Science. Vol. 7 (July, 1971): 466-97.

This paper presents a group process model for planning groups for use in a) identifying strategic problems and b) developing appropriate and innovative programs to solve them.

*Theory & Models
Community Participation
*Problem Analysis

Eastmond, Jefferson N. The Process of Educational Planning Project Design. Fresno, California: Fresno City-Unified School District, August 1968, Pp. 10, ED 038 769.

A short summary of educational planning, needs assessment and fitting problem solving into a long-range education and community master plan.

*Theory & Models
*Needs Assessment
*Problem Analysis

Elboim-Dror, Rachel. "Some Characteristics of the Education Policy Formation System."

*Theory & Models
Problem Analysis
*Goal Development

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System Report No. 2, Definition Summary.

- *Theory & Models
- *Community Participation
- *Goal Development
- *Needs Assessment
- Problem Analysis
- *Selection of Alternatives
- Technical Reference
  - -objectives

Gall, Joyce P. and York, Linda. Training Package Turns School People Into Instructional Planners. Berkeley, California: Far West Laboratory for Education Research and Development, February 1971, Pp. 16, ED 051 273.

A self-contained training package on instructional planning for administrators, teachers and others who plan, select, manage and evaluate instructional programs. It includes problem analysis, goal setting, objectives and evaluation.

- *Theory & Models
- *Problem Analysis
- *Technical Reference
  - - objectives
  - - tools

Hall, Jay, and Williams, Martha S. "Group Dynamics Training and Improved Decision-Making." Journal of Applied Behavioral Science. VI (January-February-March 1970): 39-67.

Investigating the efficacy of laboratory training in using group dynamics as a technique for modifying group processes, the authors found that groups which underwent laboratory training consistently performed more effectively than untrained groups on measures of decision quality, utilization of superior resources, and creativity.

- *Problem Analysis

Havelock, Ronald G. Planning for Innovation Through the Dissemination and Utilization of Knowledge.

- *Theory & Models
- Problem Analysis

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Department of Adult and Continuing Education, University of Nebraska, Lincoln, Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: 1) client analysis and need; 2) establishing objectives; 3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
    -objectives
    -tools
*Bibliographies

Jack, Dale G. Cooperative Project for Educational Development, Final Report.

*Theory & Models
Problem Analysis
Evaluation
Technical Reference
    - management
    - tools

Jung, Charles. Problem-Solving Analysis. Appendix H, Implementation of the RUPS System in a Total School District. Portland, Oregon: Northwest Regional Educational Laboratory, 1968, Pp. 42, ED 026 319.

Good overview and summary of RUPS model for problem analysis. RUPS is an inservice program designed to provide the needed competencies for an entire staff to engage in systems analysis prior to assessing education needs.

Theory & Models
*Problem Analysis
*Technical Reference
    - tools

Jung, Charles, Pino, Rene, and Emory, Ruth. RUPS: Research Utilizing Problem Solving. Classroom Version, Leader's Manual. Portland, Oregon: Northwest Regional Education Laboratory, 1970.

A training manual intended to provide concepts, skills and techniques in retrieving and utilizing knowledge while in the process of identifying and diagnosing classroom problems in designing action plans to resolve them.

*Problem Analysis

Kaufman, Roger. Education System Planning. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, Pp. 165, $7.95.

Presents concepts and tools for planning "what to do". The planning process establishes an identification of needs before anything else is considered. A blueprint of action based on accurate measurements eliminates premature choice of a solution before the problem has been identified. Problem-solving techniques are described to help the reader attain or maintain programs that are worthwhile. Bibliography included.

*Theory and Models
 Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
  - management
  - tools

Keil, Ellsworth C. "A Structure for Innovation in Education."

*Theory and Models
 Problem Analysis
 Evaluation

Kindred, Lucinda L. Tools for Change. Second Edition: Preliminary Version. Berkeley, California: Interaction Associates, 1971, Pp. 64, ED 081 226.

An introduction for teachers to tools for change, a new course in problem-solving. Examples of problems and process-oriented problem-solving are given. A list of techniques for problem-solving is also given.

*Problem Analysis

Latta, Raymond, and Papay, James. "Planning for Change: An Iterative Approach."

*Theory and Models
 Problem Analysis

Lave, Roy E., Jr. and Kyle, Donald W. "The Application of Systems Analysis to Educational Planning." Comparative Education Review, February 1968, Pp. 39-55.

Discusses how the interdisciplinary approach of systems analysis can provide the planner with powerful analytical approaches to aid decisions. The approach focuses upon the integration of complex factors into an analytical framework to aid practical decisions. The paper describes the nature of educational problems, proposes an approach for evaluating possible solutions to these problems and reviews the applicability of techniques from other disciplines.

*Theory & Models
*Problem Analysis
Selection of Alternatives
Implementation
*Evaluation

Lombard, George F. "Relativism in Organizations."

Problem Analysis
Evaluation
*Technical Reference
- management

Mager, Robert F. and Pipe, Peter. Analyzing Performance Problems. Fearon Publishers, 6 Davis Drive, Belmont, California 94002, Pp. 111, $2.95.

Describes two series of questions to ask when faced with a person who ins't doing what she/he is supposed to be doing, and offers a quick reference checklist to help you determine what sort of solution is most likely to work. Worksheet checklists ($2 per 25) and a wall poster ($2.00) of the flow diagram can be ordered from the same source to facilitate use of the procedure.

*Problem Analysis
*Technical Reference
- tools

Maier, Norman R. F. Problem-Solving Discussions and Conferences. New York: McGraw-Hill, 1963, Pp. 261.

This book discusses concepts and skills for problem-solving discussions and conferences. The leadership role and participation of those affected by the problem are emphasized. A summary of the principles is included at the end of the book.

*Problem Analysis
Technical Reference
- tools

McPherson, J. H. The People, the Problems and the Problem-Solving Methods. Michigan: The Pendall Company, August 1967, Pp. 49.

This book has two major goals: 1) an integration of a wide variety of problem-solving/creative process methods, 2) an initial relating of individual personality attributes to various aspects of the problem-solving/creative process.

*Theory & Models
*Problem Analysis

Miller, Donald. Planning, Developing & Implementing Title III ESEA Projects. Burlingame, California: Operation PEP, May 1968, Pp. 92, ED 022 247.

This document analyzes the planning, developing, and implementing of fundable Title III ESEA projects, by integrating the following five strategies: (1) A planning development and implementation strategy, (2) a risk-gain motivation strategy, (3) a problem-solving strategy, (4) a quality assurance and evaluation strategy, and (5) a management strategy. The framework and methodology provide a system approach to project planning and management.

*Theory & Models
*Problem Analysis
Evaluation

Miller, Donald. A System Approach for Solving Educational Problems. Burlingame, California: Operation PEP, October 1967, Pp. 40, ED 020 585.

This paper investigates various aspects of the systems approach for solving educational problems. Included is a model of a system approach as a logical tool for problem solving and a rationale and framework for implementing a systems approach to problem-solving.

*Theory & Models
*Problem Analysis

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography.

Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
  - tools
Bibliographies

Pappen, William A. "A Strategy for Involving Teachers in Planning Innovations." SEC Newsletter, II (October 1967): 1-3.

A four step strategy for involving teachers in planning innovations is explained: (1) communication to determine needs of pupils, teachers, and education community; (2) development of procedures for meeting existing needs; (3) presenting tentative innovative ideas to teachers and gathering their reactions and approval; (4) the actual writing of the proposals, the responsibility of the project writer.

*Problem Analysis
Selection of Alternatives

Project Design. Configurations: Designs for the Future. Education Mater Plan, Volume B. Fresno, California: Fresno City Unified School District, 1969,Pp.185, ED 038 776.

This volume includes essential features of effective education package for the future. The areas covered include: (1) direction of future social change, (2) school management needs, (3) school district philosophy, values, goals, objectives, policy and regulations, (4) interagency cooperation for planning, (5) alternative models of education change, (6) sources for education finance, (7) special problem-solving procedures.

*Theory & Models
Needs Assessment
*Problem Analysis
*Technical Reference
  - objectives

Schmuck, Richard A., Runkel, Philip J. and Langmeyer, David. "Improving Organizational Problem Solving in a School Faculty." Journal of Applied Behavioral Science, (October 1969): 455-482.Pp. 455-482.

This article outlines an intervention program aimed at improving the flexibility of organizational problem-solving with a junior high school faculty. The training included activities to improve communication between staff members, and going through a problem solving process to identify and solve actual school problems.

Theory & Models
*Problem Analysis
Selection of Alternatives
Technical Reference
  - management

Stambler, Moses. "A Model for Simulation of an Educational Problem." Educational Technology, July 1972, pp. 40-44.

Although this article is oriented to problem-solving by students, it is applicable to any problem-solving situation. Steps to the problem-solving are given, with strategies and performance measurements included.

Theory & Models
*Problem Analysis

Straus, David A. and others. Tools for Change: A Basic Course in Problem-Solving. Berkeley, California: Interaction Associates, 1969, Pp. 104, $3.00, ED 081 225.

Course consists of a series of units, each dealing with a subject area based on a set of heuristic processes or strategies. Each unit identifies problem-solving strategies by means of a game, seeks instances in other contexts, and applies them to concrete situations. Bibliography, glossary course outline, and list of games included.

Theory & Models
*Problem Analysis

SELECTION OF ALTERNATIVES

Caldwell, Michael S. "An Approach to the Assessment of Educational Planning," Educational Technology, October 1968, Pp. 5-12.

*Theory & Models
Selection of Alternatives

Corrigan, Robert E., Corrigan, Betty O. and Kaufman, Roger A. The Steps and Tools of the Systems Synthesis in Education. Burlingame, California: Operation PEP, 1967, Pp. 46, ED 020 584.

The basic systems approach is outlined. It describes these stages: 1) identify the problem, 2) analyze the problem and set goals, 3) determine solution strategy, 4) implement solution strategy, 5) determine strategy effectiveness.

*Theory & Models
*Problem Analysis
*Selection of Alternatives
Implementation
Evaluation

Flanagan, John C. "Administrative Behavior in Implementing Educational Innovations."

Selection of Alternatives
*Implementation
Evaluation

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary. Washington, D.C.: General Learning Corporation, 1969, Pp. 290, ED 047 172. Appendices, Vol. 1, 1969, Pp. 303, ED 047 173. Appendices, Vol. 2 1969, Pp. 183, ED 047 174.

Presents program alternatives for operating an innovative school system. Details needs, goals and resources of the system as defined by community residents, D. C. schools, government agencies, General Learning Corporation, and others. Also includes GLC planning design, history of project, goal constraints, and recommended plans. Vol. 1 of the appendices reports on the definition phase activities of planning for the Fort Lincoln New Town education system. Vol 2 describes the nature of the community survey and the responses of the students.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
- objectives

Kaufman, Roger, Education System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
- management
- tools

Lave, Roy E., Jr., and Kyle, Donald W. "The Application of Systems Analysis to Educational Planning."

*Theory & Models
*Problem Analysis
Selection of Alternatives
Implementation
*Evaluation

Mangione, Samuel "Bringing Perspective to the Change Situation."

*Theory & Models
*Needs Assessment
Selection of Alternatives
Implementation

Merriman, Howard. Evaluation of Planned Educational Change at the Local Education Agency Level. Columbus, Ohio: Ohio State University, Evaluation Center, February 1967, Pp. 16, ED 025 042.

Based upon a systems analysis approach, a four-stage evaluation model called CIPP (context, input, process, product) assess innovative programs in education. Development of the model includes a method for organizing relevant factors of the total information flow.

Theory & Models
*Selection of Alternatives
*Implementation
*Evaluation

Natriello, Gary and Venables, Thomas J., eds. Alternative Education-- An Annotated Bibliography.

Selection of Alternatives
*Bibliographies

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography.

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
  - tools
*Bibliographies

Pappen, William A. "Strategy for Involving Teachers in Planning Innovation."

*Problem Analysis
Selection of Alternatives

Schmuck, Richard A., Runkel, Philip J. and Langmeyer, Daniel. **"Improving Organizational Problem Solving in a School Faculty."**

Theory & Models
*Problem Analysis
Selection of Alternatives
Technical Reference
- management

IMPLEMENTATION

Adams, Don. Educational Planning

*Theory & Models
Implementation

Alkin, Marvin C. "Products for Improving Educational Evaluation."

*Needs Assessment
Implementation
*Evaluation
Technical Reference
- tools

Andrew, Gary and Moir, Ronald. Information-Decision Systems In Education. Illinois: F.E. Peacock Publishers, 1970, $3.95, Pp. 177.

This book gives a good overview of planning in education and some of the tools necessary to accomplish the planning. The book integrates the formal structure for decision-making and the methodology for designing an information system to support the decision-making function.

*Theory & Models
*Implementation
*Technical Reference
- tools

Anthony, Robert. Planning and Control Systems: A Framework for Analysis.

*Theory & Models
Implementation

Bailey, Edwin. "Translating Concepts of Cooperation into Programs of Action" in Partners for Educational Progress, Frank Markus, ed. Kansas City, Missouri: Metropolitan School Study Group & Mid-Continent Regional Educational Laboratory, October 1967, ED 051 541.

Three stages and several substages are presented as being required to complete the cycle of a cooperative endeavor from its inception to its ultimate establishment as a continuous program.

Theory & Models
*Implementation

Bass, Bernard M. "When Planning for Others." The Journal of Applied Behavioral Science, VI (April-May-June 1970): 151-157.

Author concludes that productivity and satisfaction are lower when planning for others because: 1) sense of accomplishment is less when executing another's plan; 2) there is less tendency to try to confirm the validity of another's plan by executing it successfully; 3) there is less commitment to see that the plan works well; 4) there is less flexibility and less room for modification and initiative to make improvements in an assigned plan; 5) human resources are not so well utilized; 6) there are more communication problems and consequent errors and distortions in following instructions; and 7) there are competitive feelings aroused between planners and doers, to such an extent that it appears that if the former "win", the latter "lose".

* Implementation

Caldwell, Michael. "An Approach to the Assessment of Educational Planning." Educational Technology, October 15, 1968, Pp. 5-12.

This paper discusses an approach to the development and assessment of educational plans. The assumption is made that both planning and decision-making based on some systematic approach will be more rational.

*Implementation

Cole, Henry P. Guidelines for Project Design, Implementation, Monitoring and Evaluation.

*Theory & Models
Implementation
Evaluation
*Technical Reference
- tools

Cook, Desmond. Better Project Planning and Control Through the Use of System Analysis and Management Techniques.

*Theory & Models
*Implementation

Cook, Desmond. Educational Project Management. Columbus, Ohio: Charles Merrill Publishing Co., 1971, Pp. 244.

This book provides an introduction to the concepts and applications of management science in educational research. Topics covered include: 1) projects and their relationship to management, 2) project planning and controlling procedures, and 3) organizational considerations and projects.

*Implementation
*Technical Reference
- management
- tools

Corrigan, Robert E., Corrigan, Betty O. and Kaufman, Roger A. The Steps and Tools of the Systems Synthesis in Education.

*Theory & Models
*Problem Analysis
*Selection of Alternatives
Implementation
Evaluation

Developing and Writing Process Objectives. Booklet for Developing Evaluative Skills, Number 7. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1972, Pp. 40.

Educators involved in implementing procedures to determine the quality of education being provided to students must be concerned with both process and performance. It is necessary to document the processes which are important in the implementation of programs designed to improve learner performance. Among the first steps in establishing such a relationship are those tasks of defining processes, monitoring processes, and determining the quality of the processes. This booklet describes a system for developing and writing process objectives for administrative, support, and instructional activities. Procedures for monitoring the process objectives are also reviewed.

*Implementation
Evaluation
Technical Reference
- objectives

Doll, Russel C., Love, Barbara J. and Levine, Daniel U. "Systems Renewal in a Big-City School District: The Lessons of Louisville."

*Theory & Models
*Community Participation
Implementation
Technical Reference
- management

Dyckman, J. W. "Planning and Decision Theory."

*Theory & Models
Implementation

Flanagan, John C., "Administrative Behavior in Implementing Educational Innovations." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, February 1968, ED 023 182.

Administrative Behaviors in implementing educational innovations are discussed under five main headings: 1) Selecting educational innovation, 2) Installing educational innovations, 3) Evaluating educational innovations, 4) Extending educational innovations, and 5) Improving educational innovations.

Selection of Alternatives
*Implementation
Evaluation

A Format for Monitoring the Teaching-Learning Process. Booklet for Developing Evaluative Skills, Number 9. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1971, Pp. 12.

Describes a format for monitoring an instructional program through the use of performance objectives, and specifying how variables such as organization, content, method, and facilities are going to be used to bring about the accomplishment of the objectives.

*Implementation
*Technical Reference
- management

Fort Lincoln New Town Education System. Guide to Implementation of the Fort Lincoln Elementary Education Plan. Washington, D.C.: General Learning Corporation, April 1970, Pp. 280, ED 047 183.

Suggested procedures and models for implementation of the education plan are given. A complete list of all Fort Lincoln Documents are given. Also given are summaries, implementation tasks, equipment, and supplies, budget and purchase lists, book lists and testing.

*Implementation

Fort Lincoln New Town Education System. Midterm Report Revised. Report No. 3, Vols. I, II and III. Washington, D.C.: General Learning Corporation, April 6, 1970, Pp. 239, ED 047 175 (Vol. 1); Pp. 413, ED 047 176 (Vol. II); Pp. 215, ED 047 177 (Vol. III).

Vol. I describes the goals, objectives, materials, and activities of the Fort Lincoln New Town Elementary School curriculum, including placement, record-keeping and reporting procedures; and provision for special education and pupil personnel services; Contains sample record forms. Vol II includes: 1) Organizational/ Staffing Plan; 2) Operation Plan; and 3) Community Participation Plan. Vol. III contains a facilities plan, a funding plan and an implementation plan. Though developed for the D. C. school, the philosophy and basic components can be adopted to any setting that implements on "open plan" education system.

*Theory & Models
*Community Participation
*Implementation
*Technical Reference
  - management
  - objectives

Havelock, Ronald. A Guide to Innovation in Education. AnnArbor, Michigan: University of Michigan, Institute for Social Research, 1970.

This book provides the concepts for organizing and planning innovations. Case histories and examples, a complete guide to implementing an innovation, sources of information, consulting organizations, references and annotated bibliographies are given.

*Theory & Models
*Implementation

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography; Lincoln, Nebraska: Department of Adult and Continuing Education, University of Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: 1) client analysis and need; 2) establishing objectives; 3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
  - objectives
  - tools
*Bibliographies

Kaufman, Roger. Education System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
  - management
  - tools

Lave, Roy E., Jr. and Kyle, Donald W. "The Application of Systems Analysis to Educational Planning."

*Theory & Models
*Problem Analysis
Selection of Alternatives
Implementation
*Evaluation

Le Breton, Preston P. General Administration Planning and Implementation. New York: Holt, Rinehart and Winston, Inc., 1965.

The author describes his planning implementation model and presents a case study to explain its operation.

*Implementation

Mangione, Samuel. "Bringing Perspective to the Change Situation."

*Theory & Models
*Needs Assessment
Selection of Alternatives
Implementation

Merriman, Howard. Evaluation of Planned Educational Change at the Local Education Agency Level. Columbus Ohio: Ohio State University, Evaluation Center, February 1967, Pp. 16, ED 025 042.

Based upon a systems analysis approach, a four-stage evaluation model called CIPP (context, input, process, product) assesses innovative programs in education. Development of the model includes a method for organizing relevant factors of the total information flow.

Theory & Models
*Selection of Alternatives
*Implementation
*Evaluation

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography.

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
 - tools
*Bibliographies

Project Design. Implementation: Planned Change. Education Master Plan, Volume C. Fresno, California: Fresno City Unified School District, 1969, Pp. 413, ED 038 777.

This volume of the Educational Master Plan summarizes present and future educational needs of the community and recommends a number of specific, time-related activities to meet these needs.

Theory & Models
*Implementation

Roberts, Tommy L. A Theoretical Exemplar of System Design, Implementation & Appraisal. The Bartlesville System. Bartlesville Public Schools, Oklahoma: Oklahoma State University, 1969, Pp. 10. ED 029 325.

During the transfer from conceptualizations to practical programs of educational innovation, difficulties often occur. The author has constructed a functional model of research and systems development based upon logical sequencing and tight-line modular linkage between task assignment and implementation.

*Implementation

Stufflebeam, Daniel L. "Evaluation as Englightenment for Decision Making" in Improving Educational Assessment and an Inventory of Measures of Affective Behavior. ASCP, National Education Association, 1969, Pp. 41-73.

Summarizes kinds of evaluation needed in current programs of educational change. Part I deals with the present state of the art in educational evaluation. Part II conceptualizes four alternative approaches to educational evaluation.

*Implementation
*Evaluation

Winn, Ira J. "Educational Planning and 'The System': Myth and Rality."

*Theory & Models
Community Participation
Implementation

EVALUATION

Affective Measures for Educational Evaluation. Booklet for Developing Evaluative Skills, Number 10, Educational Innovators Press, Box 13052, Tucson, Arizona 85711. 1972, Pp. 17.

This booklet describes the more common affective measurement techniques that can be utilized by the classroom teacher without having a large amount of training in the field of measurement. Bibliography included.

*Evaluation
Technical Reference
- tools

Alkin, Marvin C. "Behavior Objective Specifications in Evaluation: Relevant or Irrelevant?" Paper presented to the Western Regional Conference on Testing Problems, Princeton, N.J.: Educational Testing Service, May 1969, Pp. 1-13.

The purpose of this paper is to determine when behaviorial objectives are helpful in the process of evaluation. The author defines evaluation and lists its five stages: systems assessment (determination of needs and objectives), planning (selection of a program), program implementation (assessment of actual versus intended efforts), program improvement (presentation of interim feedback to the decision- maker), and program certification (presentation of final feedback to the decision-maker).

Theory & Models
*Evaluation

Alkin, Marvin C. "Products for Improving Educational Evaluation." Evaluation Comment, II (September 1970): 1-15.

Describes the work toward the center's five goals (Needs Assessment, Program Planning, Implementation, Evaluation, Progress Evaluation, Outcome Evaluation). Available to districts are courses, tests, and measurement techniques to evaluate and/or improve their definition of goals, the collection and analysis of statistical data, the attitudes of students, the achievement levels of students.

*Needs Assessment
Implementation
*Evaluation
Technical Reference
- tools

Alkin, M.C. Towards an Evaluation Model - A Systems Approach. Report No. WP-4. Los Angeles, California: University of California, Center for the Study of Evaluation of Instructional Programs 1967, Pp. 27, ED 014 150.

Develops a model for evaluating instructional programs at the school district level. The model consists of six main elements: student inputs, financial inputs, external systems, mediating factors, student outputs, and nonstudent outputs.

*Theory & Models
*Evaluation

Anderson, David A. and Flores, Thomas. "Implementing Systematic Evaluation Within an Ongoing Educational Program." Educational Technology, 13 (June 1973): 43-48.

This article develops a model for formative evaluation. Formative evaluation is (a) evaluation of a process to determine attainment of process objectives and (b) the use of these evaluation results as a basis for process modification or continuance. Evaluation is defined here as the comparison of process outcomes with pre-set and desired standards for these outcomes.

*Theory & Models
*Evaluation

Annas, P.A. and others. Guide to Assessment and Evaluation Procedures, The New England Education Project. 1966, Pp. 37 ED 012 087.

A guide for local school systems in evaluating ESEA and other projects. This workbook gives a step-by-step process for evaluation. A glossary of terms is included.

*Evaluation

Bauer, Raymond A., ed. Social Indicators.

Evaluation
*Technical Reference
- objectives

Berty, Ernest. "Some Principles and Practices of Evaluation." Paper presented to the West Virginia State Department of Education In-Service Program, November 1, 1968, Pp. 19, ED 027 622.

Discusses role of product evaluation (measurement of student performance) in the evaluation process and outlines steps for expanding evaluation into performance terms. Bibliography included.

*Evaluation
Technical Reference
- objectives

Bloom, Benjamin S. ed., Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: David McKay, Inc., 1956.

Discusses the different categories of objectives (knowledge, comprehension, application, analysis, synthesis, and evaluation) which can be selected and provides many examples of test situations appropriate for each. Also discussed are the concepts behind the formulation and classification of objectives and their relationship to learning.

*Evaluation
*Technical Reference
- objectives

Brown, Frederick G. Measurement and Evaluation. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971, Pp. xiv & 198.

Presents the fundamental concepts of measurement and evaluation in a non-technical way without distorting the substance. The goal of the book is to illustrate how tests and other measuring instruments can further the educational process, and how they can be used in planning, conducting and evaluating instruction. Bibliography included.

*Evaluation
*Technical Reference
  - tools

Campbell, Vincent and Markle, David. Identifying and Formulating Educational Planning Problems. Final Report.

*Theory & Models
Needs Assessment
*Problem Analysis
Evaluation
*Technical Reference
  - objectives

Case Studies. Booklet for Developing Evaluative Skills, Number 5. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1970, Pp. 70.

Contains sample evaluation reports of three ESEA programs as illustrations of attempts to implement a systematic approach to evaluation for accountability purposes.

*Evaluation

Center for the Study of Evaluation. Elementary School Evaluation Kit. Allyn and Bacon, Inc., Langwood Division, Boston, Massachusetts 02210, $80.00.

An authoritative and carefully field tested Kit to help the principal, superintendent and curriculum Director answer two vital questions: 1) What are my school-priority needs? 2) How can I best allocate my school resources to meet their needs?

*Needs Assessment
*Evaluation

Cole, Henry P. Guidelines for Project Design, Implementation, Monitoring and Evaluation.

*Theory & Models
Implementation
Evaluation
*Technical Reference
  - tools

Corrigan, Robert E., Corrigan, Betty O. and Kaufman, Roger A. The Steps and Tools of the Systems Synthesis in Education.

*Theory & Models
*Problem Analysis
*Selection of Alternatives
Implementation
Evaluation

Developing and Writing Process Objectives.

*Implementation
Evaluation
Technical Reference
  - tools

Educational Program Audit. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1971, Pp. 29.

A guide to the selection and the role an educational program auditor and evaluator.

*Evaluation

Eidell, Terry L. and Klebe, John A. Annotated Bibliography on the Evaluation of Educational Programs. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97403, November 1968, Pp. 19, $1.05, ED 025 857.

Topics include: school subject programs, vocational programs, state aid programs, curriculum, educational planning, Federal programs, teaching quality, educational change, and educational outcomes and quality.

*Evaluation
*Technical Reference
  - management
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Assessment. ERIC Abstract Series, Number 9. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, September 1970, Pp. 31, $2.00, ED 044 770.

Topics include: evaluation, evaluation criteria, evaluation methods, evaluation techniques and program evaluation.

*Evaluation
*Bibliographies

Evaluation Design. Booklet for Developing Evaluative Skills, Number 3. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1970, Pp. 28.

Discusses the basic aspects to consider when specifying an evaluation design developing a monitoring system, and establishing a calendar of events.

*Evaluation

Flanagan, John C. "Administrative Behavior in Implementing Educational Innovations."

Selection of Alternatives
*Implementation
Evaluation

Fort Lincoln New Town Education System. Comprehensive Plan. Report No. 5.

*Theory & Models
Evaluation

Fraenkel, Jack R. "One Model for Curriculum Development."

*Theory & Models
Evaluation
*Technical Reference
  - objectives

Grotelueschen, Arden D. and Gooler, Dennis D. A Role of Evaluation in Planning Educational Programs. Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971, Pp. 13, ED 052 221.

This paper proposes that evaluation can be applied to things that have not yet been done and has a significant and continuous role in planning any educational program. Four basic functions of planning are facilitated by evaluation, (1) identifying program goals, (2) defining alternative means of attaining these goals, (3) indicating the possible consequences of selecting each alternative, and (4) providing data for the allocation of resources. Bibliography included.

*Theory & Models
*Evaluation

Hatry, Harry P., Winnie, Richard E. and Fisk, Donald M. Practical Program Evaluation for State and Local Government Officials. Publications Office, The Urban Institute, 2100 M. Street, N.W., Washington, D.C. 20037, 1973.

Explains a variety of evaluation designs and techniques and their uses.

*Evaluation
*Technical Reference
  - tools

Hiemstra, Roger, P. Program Planning and Evaluation: A Bibliography. Department of Adult and Continuing Education, University of Nebraska, Lincoln, Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: 1) client analysis and need; 2) establishing objectives; 3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
  - objectives
  - tools
*Bibliographies

Horst, Pamela, Nay, J., Scanlon, J. and Wholey, J. "Program Management and the Federal Evaluator." Public Administration Review, No. 4 (July/August 1974): 300-308.

The author's address themselves to the question, "Why have those in charge of programs and those who evaluate them not been able to join their efforts in a way that leads more frequently to significant improvements in program performance?" The authors provide practical information. They link program evaluation with management and propose some solutions.

*Evaluation

House, Ernest R. "Training Non-Research Personnel to Conduct Evaluation." Contemporary Education, XI (May 1969): 324-326.

Describes a two-week program aimed at training relatively unskilled public school personnel in evaluation work.

*Evaluation

Irvine, David J. "Performance Indicators in Education." Paper presented at the Commissioner's Conference on State and National Assessment, Albany, New York, December 4, 1968, Pp. 6, ED 027 626.

Discuss performance indicators, sets of statistical models which relate several important variables to the objectives of the schools, their role in the evaluation process, and the steps in developing them.

*Evaluation

Jake, Dale G. Cooperative Project for Educational Development, Final Report. Ann Arbor: University of Michigan, March 1968, Pp. 411, ED 021 338.

*Theory & Models
Problem Analysis
Evaluation
Technical Reference
- management
- tools

Kaufman, Roger. Education System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Project Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
- management
- tools

Keil, Ellsworth C. "A Structure for Innovation in Education."

*Theory & Models
Problem Analysis
Evaluation

Kleinman, J.H. *Profiles of Excellance. Recommended Criteria for Evaluating the Quality of a Local School System.* Publication Sales Section, National Education Association, 1201 Sixteenth Street N.W., Washington, D.C. 20036, (NEA stock number 531-15958), 1966, Pp. 128, $1.00.

Presents 119 brief evaluative questionnaries in nine sets designed to provide local school district personnel with an instrument for comprehensive self-analysis of their school system's operation.

*Evaluation

Krathwohl, D.R., Bloom, B.S. and Masia, B.B. *Taxonomy of Educational Objectives. Handbook II: Affective Domain.* New York: David McKay, Inc., 1964.

Discusses the different categories of objectives (receiving, responding, valuing, organizing, and characterizing by a value or value complex) which can be selected and provides many examples of test situations appropriate for each. The primary concern of the classification of educational objectives is with the choice of content and behavior forming the structure of a planned curriculum. It also forms a basis for evaluating the success of given educational programs.

*Evaluation
*Technical Reference
- objectives

Krystal, Sheila, and Henrie, Samuel. *Educational Accountability & Evaluation.* PREP Report No. 35. Washington, D.C.: United States Office of Education, Government Printing Office, 1972.

This paper examines the issues of accountability and evaluation, with recommendations and case study illustrations. The author discusses the system theory of education and the development of valid useful feedback mechanisms through educational evaluation.

Theory & Models
*Evaluation

Kurland, Norman. "Developing Indicators of Educational Performance." *Educational Technology,* 7 (January 30, 1967): 1-11.

The author discusses the specifications of writing indicators. He discusses input, process, and output factors, and the development of indicators.

Needs Assessment
*Evaluation
*Technical reference
- objectives

Lave, Roy E., Jr. and Kyle, Donald W. "The Application of Systems Analysis to Educational Planning." *Comparative Education Review,* February 1968, Pp. 39-55.

Discusses how the interdisciplinary approach of systems analysis can provide the planner with powerful analytical approaches to aid decisions. The approach focuses upon the integration of complex factors into an analytical fromework to aid practical decisions. The paper describes the nature of educational problems proposes an approach for evaluating possible solutions to these problems, and reviews the applicability of techniques from other disciplines.

*Theory & Models
*Problem Analysis
Selection of Alternatives
Implementation
*Evaluation

Litwak, Eugene. "Comments on Professor Trows' Paper Entitled 'Methodological Problems in the Evaluation of Innovation'." Paper presented at the Symposium on Problems in the Evaluation of Instruction, University of California, Los Angeles, California, December 1967, ED 031 819.

Different situations require different evaluations. Four factors which should be considered are: 1) current state of knowledge, 2) cost of the evaluation process in terms of time, manpower, or general economic resources, 3) control of independent variables, and 4) complexity of the stimulus. All possible combinations of these factors are presented as a multiple model theory of evaluation.

*Evaluation

Lombard, George F. "Relativism in Organizations."

Problem Analysis
Evaluation
*Technical Reference
    - management

McAshan, H. H. The Goals Approach to Performance Objectives.

*Goal Development
Evaluation
*Technical Reference
    - objectives

Merriman, Howard. Evaluation of Planned Educational Change at the Local Education Agency Level. Columbus Ohio: Ohio State University, Evaluation Center, February 1967, Pp. 16, ED 025 042.

Based upon a systems analysis approach, a four-stage evaluation model called CIPP (context, input, process, product) assesses innovative programs in education. Development of the model includes a method for organizing relevant factors of the total information flow.

Theory & Models
*Selection of Alternatives
*Implementation
*Evaluation

Metfessel, Newton and Michael, William. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs." Educational and Psychological Measurement, 27 (1967): 931-936.

This article explains and illustrates a paradigm showing the major phases of the process of evaluating school programs. An appendix is included giving a long list of multiple criterion measures for evaluation of school programs.

*Evaluation

Miller, Donald. Planning, Developing and Implementing Title III ESEA Projects.

*Theory & Models
*Problem Analysis
Evaluation

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography.

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
- tools

*Bibliographies

Popham, W. James. An Evaluation Guidebook, A Set of Practical Guidelines for the Educational Evaluator. Instructional Objectives Exchange, Distribution Center, Box 24095, Los Angeles, California 90024, Pp. 89, $2.50.

Through a set of numbered guidelines, this book discusses principles for selecting and writing objectives, choosing measurement methods, and collecting and analyzing data. Bibliography included.

*Evaluation
*Technical Reference
- objectives

Project Design. Final Project Report; Final Internal Evaluation. Interagency Planning for Urban Educational Needs. Fresno City Unified School District, Fresno, California 93707, July 1969, Pp. 25, $1.35, ED 038 778.

Describes the project's major activities leading to development of a master plan for education in Fresno and contains an internal evaluation of the project's sequential and substantive progress. Specific evaluative statements describe the project's actual performance in meeting planned objectives.

Theory & Models
Community Participation
Needs Assessment
*Evaluation
Technical Reference
- objectives

Provus, Malcolm M. The Discrepancy Evaluation Model: An Approach to Local Program Improvement and Development. Pittsburgh: Pittsburgh Public Schools, 1969, Pp. 107, ED 030 957.

This model is based on the view that evaluation should be considered a process for program development and stabilization. The model incorporates five stages of evaluation: 1) program design, 2) program operation, 3) program interim products, 4) program terminal products, and 5) program cost. Each stage of the model is explained, and guides to assist in decision making by the program administrator are formulated.

*Evaluation

Pyatte, Jeff, "Functions of Program Evaluation and Evaluation Models in Education." High School Journal April 1970, Pp. 385-400.

This article defines evaluation and the elements to be included in an evaluation. The author also discusses some models for evaluation in education. The article is theoritical but offers some evaluation concepts and the role of models that could be helpful to the educator.

*Theory & Models
*Evaluation

A Scheme for Evaluation and an Organizational Structure of Variables. Booklet for Developing Evaluation, Number 1. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1971, Pp. 23.

Describes a systematic approach to evaluation which can be utilized by educators. The phases of evaluation described are: planning, implementation, product, recycling.

*Evaluation

Spiegelman, Robert G. and others. Cost-Benefit Model to Evaluate Educational Programs. Menlo Park, California: Stanford Research Institute, April 1967, Pp. 226, ED 012 828.

A framework for the evaluation of educational programs is explained in the form of a mathematical model which analyzes benefits derived from an educational program.

Theory & Models
*Evaluation

Stufflebeam, Daniel, Foley, Walter, et al. Educational Evaluation and Decision-Making. PDK National Study Committee on Evaluation, Bloomington, Indiana: Phi Delta Kappa, 1971, Pp. 368.

This book defines evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. Evaluation is the process that furnishes information useful in guiding decision-making. This book provides a new and all-encompassing approach to evaluation.

Theory & Models
*Evaluation

Stufflebeam, Daniel. L. "Evaluation as Enlightenment for Decision Making" in Improving Educational Assessment and an Inventory of Measures of Affective Behavior. ASCP, National Education Association, 1969, Pp. 41-73.

Summarizes kinds of evaluation needed in current programs of educational change. Part I deals with the present state of the art in educational evaluation. Part II conceptualizes four alternative approaches to educational evaluation.

*Implementation
*Evaluation

Suchman, Edward. Evaluative Research. New York: Russell Sage Foundation, 1967, Pp. 178.

This book presents the conceptual, methodological and administrative aspects of evaluation. The emphasis is on evaluative research, or the utilization of scientific research methods and techniques needed for making an evaluation.

Theory & Models
*Evaluation

Tripodi, Tony, Fellin, Phillip, and Epstein, Irwin. Social Program Evaluation. Guidelines for Health, Education and Welfare Administrators. Itasca, Illinois: 1971, F.E. Peacock Publishers, Inc., Pp. 142.

This book provides a framework for making decisions about program evaluation. It includes guidelines for initiating and planning evaluation. Selected techniques for evaluation are given. An annotated bibliography follows each chapter.

*Evaluation

Tyler, Ralph, ed. Educational Evaluations: New Roles, New Means. Chicago, Illinois: The Sixty-Eighth Yearbook of the National Society of the Study of Education, 1969, Pp. 400.

The yearbook looks at the literature of measurement in terms of the impetus it will give to a rethinking of the broader aims and purposes of evaluation. Topics include: "Some Theoretical Issues Relating to Educational Evaluation"; "The Role of Evaluation in Programs for Individualized instruction"; "The Relationships between Research and Evaluation Studies";"Evaluation of Ongoing Programs in the Public School System"; "Needed Concepts and Techniques for Utilizing More Fully the Potential of Evaluation."

*Evaluation

TECHNICAL
REFERENCE

A. MANAGEMENT

Alexis, Marcus and Wilson, Charles. Organizational Decision-Making. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967, Pp. 439.

This book examines the behaviorial concepts important to decision-making. It also provides a detailed discussion of the quantitative concepts of problem solving and models for decision-making. The last part of the book deals with the problems of planning in organizations.

*Theory and Models
*Problem Analysis
*Technical Reference
  - management

Castetter, William B. Organizational Change in Pennsylvania's School Administrative Units. Danville, Illinois: Interstate Printers and Publishers, Inc., 1966.

In placing emphasis on effecting organizational change through planning, the author explains the impact of the organizational structure, the board of education, the superintendent, the school principal, and administrative behavior.

Theory & Models
*Technical Reference
  - management

Cook, Desmond. Better Project Planning and Control Through the Use of System Analysis and Management Techniques.

*Theory & Models
Technical Reference
  - management

Cook, Desmond. Educational Project Management. Columbus, Ohio: Charles Merrill Publishing Co., 1971, Pp. 244.

This book provides an introduction to the concepts and applications of management science in educational research. Topics covered include: 1) projects and their relationship to management, 2) project planning and controlling procedures, and 3) organizational considerations and projects.

*Implementation
*Technical Reference
  - management
  - tools

Cooper, Joseph D. The Art of Decision-Making. Garden City, N.Y.: Doubleday, 1961.

This book is an attempt to help individuals improve their abilities to find facts and solve problems. It is also written to help organizations improve their internal arrangements and procedures to make a better environment for decision-making.

*Problem Analysis
*Technical Reference
  - management

Doak, E. Dale. "Organizational Climate: Prelude to Change." Educational Leadership, XXVII (January 1970): 367-371.

Factors which determine organizational climate are described as follows: goal definition, leadership style, morale, and self-worth. The stages in the change process are: 1) organizational climate, 2) disequilibrium, 3) input alternatives, 4) selection and adaptation, 5) trial and evaluation, and 6) adoption or revision.

*Technical Reference
  - management

Doll, Russell C., Love, Barbara J. and Levine, Daniel U. "Systems Renewal in a Big-City School District: The Lessons of Louisville."

*Theory & Models
*Community Participation
Implementation
Technical Reference
  - management

Eidell, Terry L. and Klebe, John A. Annotated Bibliography on the Evaluation of Educational Programs. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97403, November 1968, Pp. 19, $1.05, ED 025 857.

Topics include: school subject programs, vocational programs, state aid programs, curriculum, educational planning, federal programs, teaching quality, educational change, and educational outcomes and quality.

*Evaluation
*Technical Reference
  - management
*Bibliographies

A Format for Monitoring the Teaching-Learning Process. Booklet for Developing Evaluative Skills, Number 9. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1976, Pp. 12.

Describes a format for monitoring an instructional program through the use of performance objectives, and specifying how variables such as organization content, method, and facilities are going to be used to bring about the accomplishment of the objectives.

*Implementation
*Technical Reference
  - management

Fort Lincoln New Town Education System. Administrative Procedures for the Fort Lincoln Schools. Washington, D.C.: General Learning Corporation, April 1970, Pp. 151, ED 047 180.

This is an operating manual for administration of the educational program. It details specifications regarding information flow, storage, output, time cycles, staffing provisions and responsibilities.

*Technical Reference
  - management

Fort Lincoln New Town Education System. Midterm Report Revised. Report No. 3, Vols. I, II and III. Washington, D.C.: General Learning Corporation, April 6, 1970, Pp. 239, ED 047 175 (Vol. I); Pp. 413, ED 047 176 (Vol. II); Pp. 215, ED 047 177 (Vol. III).

Volume I describes the goals, objectives, materials, and activities of the Fort Lincoln New Town Elementary School Curriculum, including placement, record-keeping, and reporting procedures; and provision for special education and pupil personnel services. Contains sample record forms. Volume II includes: 1) Organizational/Staffing Plan; 2) Operation Plan; 3) Community participation plan. Volume III contains a facilities plan, a funding plan and an implementation plan. Though developed for the D. C. school, the philosophy and basic components can be adopted to any setting the implements on "open plan" education system.

*Theory & Models
*Community Participation
* Implementation
*Technical Reference
  –management
  –objectives

Hall, John S. Models for Rational Decision Making. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, Number 6. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97403, September 1970, Pp. 15, ED 043 115.

This review analyzes the trend in educational decision-making toward replacing hierarchial authority structure with more rational models for decision-making drawn from management science.

*Technical Reference
  - management
*Bibliographies

Jake, Dale G. Cooperative Project for Educational Development, Final Report.

*Theory & Models
Problem Analysis
Evaluation
Technical Reference
  - management
  - tools

Jung, Charles C. and others. An Orientation and Strategy for Working on Problems of Change in School Systems.

*Theory & Models
Technical Reference
  - management

Kaufman, Roger. Educational System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
  - management
  - tools

Kreitlow, Burton W. and MacNeil, Teresa. The School Board and a Model for Educational Improvement. Madison, Wisconsin: University of Wisconsin, 1970.

The authors believe that all school districts are influenced by and must deal with external forces. The school board is the body most able to block forces for change or improvement. Structures for school administration are suggested to facilitate such changes.

Theory & Models
*Technical Reference
  - management

Lombard, George F. "Relativism in Organizations." Harvard Business Review, XLIX (March-April 1971): 55-65.

The author describes the trend to relativism wherein business organizations are asked to respond, not only to traditional goals (profit, costs, turnover), but to meet such goals as individual needs, group norms, and social causes. Describing relativism in an educational setting, this author concluded that implementing relativism in management will call for: conceptualization of managerial problems in their full, human complexity; examination of problems from various perspectives; evaluation of decisions upon multiple bases; use of ideas, rather than ideologies; more relation of problem solving to information processing; assessment of the frame works used in evaluating situations.

Problem Analysis
Evaluation
*Technical Reference
  - management

PMIS Project, Planning and Management Information System. A Project to Develop a Data Processing System for Support of the Planning and Management Needs of Local School Districts. Council of the Great City Schools, 1707 H Street, N.W., Washington, D.C. 20006, June 30, 1973, Pp. 52, $3.29, ED 079 864.

This document examines the design and structure of PMIS (Planning and Management Information System), an informative system that supports the decision-making process of executive management in local school districts.

*Theory & Models
*Technical Reference
  - management

Popham, James. Objective - Based Management Strategies for Large Education Systems. April 1972, Pp. 17, ED 062 712.

This speech analyzes the critical ingredients of an objective-based management system for: 1) goal determination, 2) progress monitoring, 3) output appraisal.

Goal Development
*Technical Reference
  - management
  - objectives

Ruliffson, Willard A. An Analysis of the Rationale & Procedures for Long-Range Planning -- Found in Selected Corporate Enterprises, Government Agencies or Departments, and School Systems -- Which are appropriate for Educational and Administrative Planning in Local School Systems. New York: Columbia University, Teachers College, January 1, 1968, Pp. 99, $4.04, ED 020 571.

Reviews some of the current long-range planning practices in school systems and describes further long-range techniques which could be adapted for school systems from current corporate and governmental planning procedures. Interview-questionnaire data from management and administrative personnel are synthesized as a basis for describing a comprehensive process of long-range planning.

*Theory & Models
*Technical Reference
  - management

Schmuck, Richard A., Runkel, Philip J. and Langmeyer, Daniel. "Improving Organizational Problem Solving in a School Faculty."

Theory & Models
*Problem Analysis
Selection of Alternatives
Technical Reference
  - management

Sharing Decisions-Dallas Style: An Overview of Dallas Model for Shared Decisions-Making.

*Theory & Models
Community Participation
*Goal Development
*Needs Assessment
Technical Reference
  - management

Weiss, Edmond H. "PPBS in Education."

* Theory & Models
Technical Reference
  - management

Willower, Donald J. "Educational Change and Functional Equivalents." Education and Urban Society, II (August 1970): 385-402.

The author contends that schools display an array of structures that are functional for the organization and/or its adult personnel but dysfunctional or neutral for pupils. It is argued that new structures should be designed to be consonant with desired ends for students and also to perform functions protective of the organization and its personnel, hopefully mitigating a major source of resistance to innovation.

*Technical Reference
  - management

B. OBJECTIVES

Baker, George A. and Brownwell, Richard. Participative Goal-Setting: A Synthesis of Individual and Institutional Purpose.

*Theory & Models
Community Participation
*Goal Development
Technical Reference
- objectives

Berty, Ernest. "Some Principles and Practices of Evaluation."

*Evaluation
Technical Reference
- objectives

Bloom, Benjamin S., ed. Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: David McKay, Inc., 1956.

Discusses the different categories of objectives (knowledge, comprehension, application, analysis, synthesis, and evaluation) which can be selected and provides many examples of test situations appropriate for each. Also discussed are the concepts behind the formulation and classification of objectives. and their relationship to learning.

*Evaluation
*Technical Reference
- objectives

Campbell, Vincent and Markle, David. Identifying and Formulating Educational Planning Problems. Final Report. Berkeley, California: Far West Laboratory for Educational Research, April 1968, Pp. 93, ED 030 985.

This report discusses effective techniques for identifying education needs and formulating them into well-defined problems.

*Theory & Models
Needs Assessment
*Problem Analysis
Evaluation
*Technical Reference
- objectives

Developing and Writing Process Objectives.

*Implementation
Evaluation
Technical Reference
- objectives

Dochterman, Clifford L. and Beshoar, Barran B. Directions to Excellence in Education.

*Theory & Models
*Community Participation
Needs Assessment
Technical Reference
- objectives

Doherty, Victor. Goals and Objectives in PPBS. Portland, Oregon: Oregon Public Schools, September 1970, Pp. 39, ED 044 815.

This paper points out that the most critical activity in the Planning-Programming-Budgeting System is the specification and employment of goals and objectives. Distinctions are made between goals and objectives.

Theory & Modles
Goal Development
*Technical Reference
- objectives

Eiss, Albert F. and Harbeck, Mary Blatt. Behaviorial Objectives in the Affective Domain. Washington, D.C.: National Science Supervisors Association, 1969.

Discusses the problems of defining desirable affective behaviorial objectives for a science program and of measuring the degree to which the program has been successful at meeting the objectives.

*Technical Reference
- objectives

Eshensen, Thorwald. "A Response to the Response to Managerial Education." Educational Technology, February 1974, pp. 5-7.

The author offers a different way of looking at and writing behaviorial objectives. He supports behaviorial objectives as well as teaching students to think and question. The author gives some very good examples of creatively written objectives.

*Technical Reference
- objectives

Fort Lincoln New Town Education System. Comprehensive Planning for an Education System. Report No. 2, Definition Summary.

*Theory & Models
*Community Participation
*Goal Development
*Needs Assessment
Problem Analysis
*Selection of Alternatives
Technical Reference
- objectives

Fort Lincoln New Town Education System. Midterm Report Revised. Report No. 3, Vols. I, II and III. Washington, D.C.: ED 047 175 (Vol. I); Pp. 413, ED 047 176 (Vol. II); Pp. 215, ED 047 177 (Vol. III).

Vol. 1 describes the goals, objectives, materials, and activities of the Fort Lincoln New Town Elementary School curriculum, including placement, recordkeeping, and reporting procedures; and provision for special education and pupil personnel services. Contains sample record forms. Vol. II includes: 1) Organization/Staffing Plan; 2) Operation Plan; and 3) Community participation plan. Vol. III contains a facilities plan, a funding plan and an implementation plan. Though developed for the D.C. school, the philosophy and basic components can be adopted to any setting that implements an "open plan" education system.

*Theory & Models
*Community Participation
*Implementation
*Technical Reference
  - management
  - objectives

Fort Lincoln New Town Education System. Objectives for Fort Lincoln Elementary School. Washington, D.C.: General Learning Corporation, April 1970, Pp. 193, ED 047 181.

This article gives all the behavioral objectives for use in the Fort Lincoln Elementary School.

*Technical Reference
  - objectives

Fraenkel, Jack R. "One Model for Curriculum Development." Paper presented at the annaul meeting of the American Education Research Association, Los Angles, California, 5-8 February 1969, Pp. 10, ED 028 528.

A curriculum model that organizes and interrelates five major components--objectives, content, learning activities, teaching strategies and evaluated measures.

*Theory & Models
Evaluation
*Technical Reference
  - objectives

Gall, Joyce P. and York, Linda. Training Package Turns School People Into Instructional Planners. Berkeley, California: Far West Laboratory for Education Research and Development, February 1971, Pp. 16, ED 051 273.

A self-contained training package on instructional planning for administrators, teachers and others who plan, select, manage and evaluate instructional programs. It includes problem analysis, goal setting and objectives and evaluation.

*Theory & Models
*Problem Analysis
*Technical Reference
  - objectives
  - tools

A Guide to Needs Assessment: ESEA Title I, Branch of Urban Education, Division of Curriculum and Instruction, New Jersey Department of Education, 225 West State Street, Trenton, New Jersey 08625, May 1974, Pp. 117.

Deals with the concept and process of needs assessment as it relates to educationally deprived children. Section I focuses on the rationale for selection of project participants. Section II explains rationale, concepts and methodologies for determination of special needs. Section III describes instruments and means of measurements for both the selection and determination processes. Annotated bibliographies of test information, and of literature concerning taxonomies of learning objectives. Glossary included.

*Needs Assessment
*Technical Reference
  - objectives
  - tools

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Lincoln, Nebraska: Department of Adult and Continuing Education, University of Nebraska, July, 1971, Pp. 22, ED 056 285.

Section includes: 1) client analysis and need; 2) establishing objectives; 3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
  - objectives
  - tools
*Bibliographies

Hierarchy for Goals and Objectives. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1971, Pp. 67.

A guide to the writing of performance objectives at the curriculum, course, and instructional levels.

Goal Development
*Technical Reference
  - objectives

Krathwohl, D.R., Bloom, B.S. and Masia, B.B. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay, Inc., 1964.

Discusses the different categories of objectives (receiving, responding, valuing, organizing, and characterizing by a value or value comple) which can be selected and provides many examples of test situations appropriate for each. The primary concern of the classification of educational objectives is with the choice of content and behavior forming the structure of a planned curriculum. It also forms a basis for evaluating the success of given educational programs.

*Evaluation
*Technical Reference
  - objectives

Kurland, Norman D. "Developing Indicators of Educational Performance," Educational Technology, VII (January 30, 1967): 1-11.

The author identifies some of the fundamental aspects of educational performance indicators. He lists some reasons why educational performance is difficult to assess, and the problems of data collection.

Needs Assessment
*Evaluation
*Technical Reference
  - objectives

Levine, Donald M. Educational Planning With Organizational Development (OD). A People Involving Approach to Systematic Planning. A working paper. April 1972, Pp. 23, ED 071 189.

PPBS is an approach to rationalizing budgeting and strengthening analysis as a policy change and planning tool. Organizational development applies behavioral involvement of personnel for smoother and more effective system function. It is argued that implementation of PPBS can be facilitated by the philosophy of Organizational Development.

*Theory * Models
*Technical Reference
  - management

Mager, Robert F. Goal Analysis. Fearon Publishers, 6 Davis Drive, Belmont, California 94002, 1972, Pp. 135, $2.95.

Based on the premise that broad statements of intent can be achieved only to the degree that their meaning is understood, this book presents a simple, step-by-step procedure for clearly describing the meaning of goals, in terms of desired performance.

*Goal Development
*Technical Reference
  - objectives

Mager, Robert F. Preparing Instructional Objectives. Fearon Publishers, 6 Davis Drive, Belmont, California 94002, 1962, Pp. 60, $1.75.

Explains how to state objectives that best succeed in specifying and communicating to others the intents of instruction. Emphasis is on the form of a usefully stated objective rather than with its selection.

*Technical Reference
  - objectives

McAshan, H.H. The Goals Approach to Performance Objectives. Philadelphia: W.B. Saunders Co., 1974, Pp. 301.

The author views a goal as a point of departure in the statement of complete and meaningful performance objectives. The intrinsic ends of a program (goals) are a part of and should be included with the particular performance objectives. The author's approach gives meaning and direction to performance objectives.

*Goal Development
Evaluation
*Technical Reference
  - objectives

Needs Assessment. Booklets for Developing Evaluative Skills, Number 8. Educational Innovators Press, Box 13052, Tucson, Arizona 85711, 1970, Pp. 48.

Outlines the steps necessary in conducting a needs assessment by writing performance objectives.

*Needs Assessment
*Technical Reference
  - objectives

Popham, W. James. "Behavioral Objectives and Teaching Skills." Forum, Vol. VIII, No. 1, (October 1969): 4-7 ED 036 228.

A speech concerning the preparation of behavioral objectives. The four-step model includes: (1) specification of objectives, (2) pre-assessment of previously acquired skills of knowledge, (3) determination of instructional sequence and (4) student evaluation.

Theory & Models
*Technical Reference
  - objectives

Popham, W. James. An Evaluation Guidebook, A Set of Practical Guidelines for the Educational Evaluator. Instructional Objectives Exchange, Distribution Center, Box 24095, Los Angeles, California 90024, 1972, Pp. 89, $2.50.

Through a set of numbered guidelines, this book discusses principles for selecting and writing objectives, choosing measurement methods, and collecting and analyzing data. Bibliography included.

*Evaluation
*Technical Reference
  - objectives

Popham, James. Objective-Based Management Strategies for Large Education Systems. April 1972, Pp. 17, ED 062 712.

This speech analyzes the critical ingredients of an objective-based management system for: (1) goal determination, (2) progress monitoring, (3) output appraisal.

Goal Development
*Technical Reference
  - management
  - objectives

Project Design. Configurations: Design for the Future. Education Master Plan, Volume B. Fresno, California: Fresno City Unified School District, 1969, Pp. 185, ED 038 776.

This volume includes essential features of effective education package for the future. The areas covered include: (1) direction of future social changes, (2) school management needs, (3) school district philosophy, values, goals, objectives, policy and regulations, (4) interagency cooperation for planning, (5) alternative models of education change, (6) sources for education change, and (7) special problem-solving procedures.

*Theory & Models
Needs Assessment
*Problem Analysis
*Technical Reference
  - objectives

Project Design. Final Project Report; Final Internal Evaluation.

Theory & Models
Community Participation
Needs Assessment
*Evaluation
Technical Reference
  - objectives

C. TOOLS

Affective Measures for Educational Evaluation. Booklet for Developing Evaluative Skills, Number 10.

*Evaluation
Technical Reference
-tools

Alinsky, Paul P. Rules for Radicals: A Practical Primer for Realistic Radicals.

*Community Participation
Technical Reference
-tools

Alkin, Marvin C. "Products for Improving Educational Evaluation."

*Needs Assessment
Implementation
*Evaluation
Technical Reference
-tools

Andrew, Gray and Moir, Ronald. Information-Decision Systems in Education. Illinois: F. E. Peacock Publishers, 1970, $3.95, Pp. 177.

This book gives a good overview of planning in education and some of the tools necessary to accomplish the planning. The book integrates the formal structure for decision-making and the methodology for designing an information system to support the decision-making function.

*Theory & Models
*Implementation
*Technical Reference
-tools

Banghart, Frank W. Educational Systems Analysis. New York: The Macmillan Company, 1969.

An orientation to systems technology. It provides a general description of systems analysis and develops specific techniques to assist the administrator in educational analysis and planning.

*Theory & Models
*Technical Reference
-tools

Bauer, Raymond A., ed. Social Indicators. Cambridge, Massachusetts: The M.I.T. Press, 1966, Pp. 357.

Assesses the present state of social statistics and explores the requirements of an improved informational system.

Evaluation
*Technical Reference
-tools

Brown, Frederick G. Measurement and Evaluation. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971, Pp. xiv and 298.

Presents the fundamental concepts of measurement and evaluation in a non-technical way without distorting the substance. The goal of the book is to illustrate how tests, and other measuring instruments can further the education process, and how they can be used in planning, conducting and evaluating instruction. Bibliography.

*Evaluation
*Technical Reference
-tools

Churchman, Charles W., Ackoff, Russell L. and Arnoff, Leonard E. Introduction to Operations Research. New York: John Wiley & Sons, 1957, Pp. 645.

This text offers a comprehensive overview to operations research. It includes case studies and the use of mathematical models, and an overall systems approach to problems. Operations Research is defined as the "application of scientific methods, techniques, and tools to problems involving the operations of a system so as to provide those in control of the system with optimum solutions to the problems."

*Theory & Models
*Problem Analysis
*Technical Reference
-tools

Cochran, Leslie. "PERT. A Technique in Educational Research." The Journal of Educational Research, Vol. 63, No. 1 (September 1969): 19-25

The purpose of this report is to review the educational significance of the Program Evaluation and Review Technique. As a research tool, it is designed to evaluate progress, focus attention, determine completion dates, and predict the likelihood of reaching stated objectives.

*Technical Reference
-tools

Coding and Selecting Text Items. Booklet for Developing Evaluative Skills, Number 4.

*Needs Assessment
Technical Reference
-tools

Cohen, Bonnie and others. Fort Lincoln School Cost Model and Funding for Comprehensive Plan.

*Theory & Models
Technical Reference
-tools

Cole, Henry P. Guidelines for Project Design, Implementation, Monitoring and Evaluation. Prepared for the National Conference for the Association of Supervision of Curriculum Development, St. Louis, Missouri, January 1971, Pp. 61, ED 063 263.

This document consists of a series of materials designed for use as a workshop to train education leaders involved in implementing new education practices and materials.

*Theory & Models
Implementation
Evaluation
*Technical Reference
    -tools

Cook, Desmond. Educational Project Management. Columbus, Ohio: Charles Merrill Publishing Co., 1971, Pp. 244.

This book provides an introduction to the concepts and applications of management science in educational research. Topics covered include: (1) projects and their relationship to management, (2) project planning and controlling procedures, (3) organizational considerations and projects.

*Implementation
*Technical Reference
    -management
    -tools

Cook, Desmond. PERT Applications in Educational Planning. Columbus, Ohio State University, School of Education, May 1966, Pp. 13, ED 019 751.

Paper discusses the concepts of educational planning, the program evaluation and review technology (PERT) and the potential value that PERT has for educational planning.

*Theory & Models
*Technical Reference
    -tools

deBerge, Earl and Jayner, Conrad. "Opinion Polls or How to Ask the Right Questions of the Right People at the Right Time." Public Management, December 1966, pp. 322-327.

This article briefly discusses some of the principles and procedures that local officials need to understand in doing polling.

*Technical Reference
    -tools

Developing and Writing Process Objectives. Booklet for Developing Evaluative Skills, Number 7.

*Implementation
Evaluation
Technical Reference
    -tools

Dyer, Henry S. The Concept and Utility of Educational Performance Indicators. Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540.

Discusses the theoretical background and practical application of performance indicators in education.

*Theory & Models
*Technical Reference
    -tools

Eastmond, Jefferson N. Conducting Public Opinion Surveys for Schools: A "Do-It-Yourself" Activity for Project Next Step. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109, September 1971.

This handbook is an attempt to simplify polling procedures for local districts. It is to help collect the community concerns about its schools. Examples are given.

*Needs Assessment
*Technical Reference
    -tools

Echlein, J. T. and Sauffer, Armond. Community Organizers and Social Planners.

Theory & Models
*Community Participation
Technical Reference
    -tools

Education for the 70's: A Survey of Community Opinion About the Tacoma Public Schools. Tacoma Public Schools, Tacoma, Washington, May 1971, Pp. 132, ED 053 191.

To facilitate planning, development and implementation of educational policies, data was collected concerning community attitudes toward education programs. Sampling procedures, instrumentation, data collection and responses to questionnaires are described in detail.

*Community Participation
Needs Assessment
*Technical Reference
    -tools

Educational Needs Assessments in C.E.S.A. 6 Local School Districts.

*Needs Assessment
Technical Reference
    -tools

Educational Needs Assessment Project.

*Needs Assessment
Technical Reference
    -tools

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Systems Approaches in Education. ERIC Abstract Series, Number 8. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, March 1970, Pp. 50, $2.00, ED 043 093.

Topics include: systems approach, systems analysis, critical path method, and systems concepts.

*Technical Reference
    -tools
*Bibliographies

ERIC Clearinghouse on Educational Management. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Planning. ERIC Abstract Series, Number 14. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, January 1971, Pp. 32, $2.00, ED 046 091.

Topics include: critical path method, educational planning, operations research, and program budgeting.

*Theory & Models
*Technical Reference
    -tools
*Bibliographies

Feldmesser, Robert. Educational Goal Indicators for New Jersey.

*Goal Development
Technical Reference
    -tools

Forbes, Roy. "Cost-Effectiveness Analysis: Primer and Guidelines." Educational Technology, March 1974, pp. 21-27.

This articles provides a clear conceptual framework for analyzing the cost and effectiveness of educational programs. The four elements of cost effectiveness, (program descriptions, student characteristics, effectiveness measures, and costs) are defined in terms useful to the educator.

*Technical Reference
    -tools

Gall, Joyce P. and York, Linda. Training Package Turns School People Into Instructional Planners. Berkeley, California: Far West Laboratory for Education Research and Development, February 1971, Pp. 16, ED 051 273.

A self-contained training package on instructional planning for administrators, teachers and others who plan, select, manage and evaluate instructional programs. It includes problem analysis, goal setting and objectives and evaluation.

*Theory & Models
*Problem Analysis
*Technical Reference
    -objectives
    -tools

A Guide to Needs Assessment: ESEA Title I. Branch of Urban Education, Division of Curriculum and Instruction, New Jersey Department of Education, 225 West State Street, Trenton, New Jersey 08625, May 1974, Pp. 117.

Deals with the concept and process of needs assessment as it relates to educationally deprived children. Section I focuses on the rationale for selection of project participants. Section II explains rationale, concepts and methodologies for determination of special needs. Section III describes instruments and means of measurement for both the selection and determination processes. Annotated bibliographies of test information, and of literature concerning taxonomies of learning objectives. Glossary included.

*Needs Assessment
*Technical Reference
  -objectives
  -tools

Hatry, Harry P., Winnie, Richard E. and Fisk, Donald M. Practical Program Evaluation for State and Local Government Officials. Publications Office, The Urban Institute, 2100 "M" Street, Washington, D. C. 20037, 1973.

Explains a variety of evaluation designs and techniques and their uses.

*Evaluation
*Technical Reference
  -tools

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Department of Adult and Continuing Education, University of Nebraska, Lincoln, Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: (1) client analysis and need; (2) establishing objectives; (3) program planning (models, principles and procedures, tools, general and miscellaneous planning, information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Evaluation
*Technical Reference
  -objectives
  -tools
*Bibliographies

Hinds, Richard H. Educational Program Planning and Related Techniques. Annotated Bibliography. Dade County Public Schools, 1410 N.E. Second Avenue, Miami, Florida 33132, March 1969, Pp. 15, $.85, ED 029 375.

Emphasizes the problems and techniques of comprehensive program planning. The major sections include: (1) Educational/Program Planning; (2) Program Analysis Techniques; and (3) Planning-Programming-Budgeting Systems. For educators who feel that systems analysis, cost-benefit studies, and mathematical models have some relevance in the planning processes of a large school system.

*Theory & Models
*Technical Reference
  -tools
*Bibliographies

Holliday, Albert and Goble, Nicholas. "How to Make a Citizens' Committee Work."

*Community Participation
Technical Reference
-tools

Hyman, Hubert. Survey Design and Analysis. Principles and Procedures. Glencoe, Illinois: The Free Press, 1955, Pp. 421.

Through the use of case studies the author presents the theoretical and technical problems of descriptive and explanatory surveys. Good for anyone wanting to design surveys or to analyze surveys already done.

*Technical Reference
-tools

Immegart, Glenn and Pilechi, Francis. "Assessing Organizational Output: A Framework and Some Implications."

*Theory & Models
Needs Assessment
Technical Reference
-tools

Jackson, Douglas and Messick, Samuel, ed. Problems in Human Assessment. New York: McGraw-Hill, 1967, Pp. 873.

This comprehensive book provides basic reference material and thorough discussions relevant to human assessment. It offers reading in psychological testing, educational measurement, personality assessment, measurement of human abilities, personnel selection and clinical diagnosis.

*Needs Assessment
*Technical Reference
-tools

Jake, Dale G. Cooperative Project for Educational Development, Final Report. Ann Arbor: University of Michigan, March 1968, Pp. 411, ED 021 338.

*Theory & Models
Problem Analysis
Evaluation
Technical Reference
-management
-tools

Jenks, Stephen. "An Action-Research Approach to Organizational Change," The Journal of Applied Behavioral Science, Vol. 6, No. 2, (1970).

This paper is concerned with the development, testing and application of a research instrument designed for use in organizational settings. The Q-Sort instrument is used here to help bring about change in interpersonal relationships by gathering systematic data about the relationships.

*Technical Reference
-tools

Jung, Charles. Problem-Solving Analysis. Appendix N, Implementation of the RUPS System in a Total School District. Portland, Oregon: Northwest Regional Educational Laboratory, 1968, Pp. 42, ED 026 319.

Good overview and summary of RUPS model for problem analysis. RUPS is an inservice program designed to provide the needed competencies for an entire staff to engage in systems analysis prior to assessing education needs.

*Problem Analysis
*Technical Reference
    -tools

Kaufman, Roger. Educational System Planning.

*Theory & Models
Goal Development
*Needs Assessment
*Problem Analysis
Selection of Alternatives
Implementation
Evaluation
Technical Reference
    -management
    -tools

Mager, Robert F. and Pipe, Peter. Analyzing Performance Problems. Fearon Publishers, 6 Davis Drive, Belmont California 94002, 1972, Pp. 111, $2.95.

Describes two series of questions to ask when faced with a person who isn't doing what s/he is supposed to be doing, and offers a quick reference checklist to help you determine what sort of solution is most likely to work. Worksheet checklists ($2 per 25) and a wall poster ($2.00) of the flow diagram can also be ordered from the same source to facilitate use of the procedure.

*Problem Analysis
*Technical Reference
    -tools

Maier, Norman R. F. Problem-Solving Discussions and Conferences.

*Problem Analysis
Technical Reference
    -tools

Mehrens, William and Tehman, Irvin. Standardized Tests in Education. New York: Holt, Rienhart and Winston, 1969, Pp. 322.

The basic aim of this book is to provide classroom teachers, counselors and school administrators with information on how to select, administer and use standardized tests.

*Technical Reference
    -tools

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography. The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, March 1970, Pp. 117, $2.25, ED 038 512.

Categories include: overview of PPBS, systems theory, planning and control systems, planning process, program budgeting, programming and management control, investment alternatives, analysis of alternatives, education and economics, basic data for PPBS, statistical analysis in PPBS, limitations of PPBS and bibliographies. Each category divided into education references and general references.

*Theory & Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
*Technical Reference
    -tools
*Bibliographies

Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966.

The book is an easy to understand, practical guide to designing surveys and questionnaires, and methods of data collection. Different formats for survey designs are given.

*Technical Reference
    -tools

The Planning of In-Service Workshops: A Seminar. Atlanta, Georgia: Southern Regional Education Board, February 1971, Pp. 59, ED 058 539.

A summation of a workshop designed to be a planning experience. It contains a sampling of model training designs developed by the participants for in-service work. The objective of the seminar was to provide an overview of relevant techniques and procedures for developing and implementing short term workshops and two week institutes.

*Technical Reference
    -tools

Project Open Technical Report. Statewide Educational Needs Assessment in the State of Rhode Island. Rhode Island Department of Education, Office of Planning and Management, 199 Promenade Street, Providence, Rhode Island 01908, October 1973, Pp. 26.

Project Open was designed to carry out the first step in a long-range goals implementation strategy. This booklet outlines the participatory procedures used, the structure of the instruments and samples of questionnaires and goals.

*Goal Determination
*Technical Reference
    -tools

Proposal Guidelines. Booklet for Developing Evaluative Skills, Number 6. Educational Innovators Press, P. O. Box 13052, Tucson, Arizona 85711, 1971, Pp. 39.

Describes basic guidelines and suggestions for developing, writing and critiquing proposals. Also contains sample proposals for exercise in critiquing.

Technical Reference
-tools

Saroff, Jerome R. and Levitan, Alberta Z. Survey Manual for Comprehensive Urban Planning The Use of Opinion Surveys and Sampling Techniques in the Planning Process. SEG Report No. 19. College, Alaska: Institute of Social Economic and Government Research, University of Alaska, 1969.

Examines the application of scientific public opinion and survey sampling techniques to comprehensive planning and other urban planning programs. The survey manual deals with two major elements: a case study in Rhode Island which illustrates the process of conducting a survey and the kinds of findings and results which may be obtained; and a methodology section which focuses on the techniques and methods used in survey research. Research design, survey methodology, organization of data collection, the plan for data processing and preparation of the final report are discussed. Bibliography

*Technical Reference
-tools

Shaw, Marvin E. and Wright, Jack M. Scales for the Measurement of Attitudes. New York: McGraw-Hill, Inc., 1967.

This book is a collection of various attitude scales which have been used in research. There is a specific section on assessing attitudes toward education.

*Technical Reference
-tools

Stephen, Frederick and McCarthy, Philip. Sampling Opinions - An Analysis of Survey Procedures. New York: John Wiley & Sons, Inc. 1958, Pp. 451.

This book provides the reader with a better understanding of sampling. It includes sections on "The Nature and Role of Sampling," "Empirical Studies," and "The Design of Sample Surveys."

*Technical Reference
-tools

Uhl, Norman. Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique. Durham, North Carolina: National Laboratory for Higher Education, 1971, Pp. 86.

This monograph, obtainable from the Office of the Superintendent of Public Instruction, State of Illinois State Building, Springfield, Illinois 62706, outlines the technique with modifications as well as a systematic analysis of the data.

*Technical Reference
-tools

Weaver, W. Timothy. Delphi, A Critical Review. Working draft, New York: Syracuse Education Policy Research Center, June 1970, pp. 63

This report gives background information and definition to the Delphi method of forecasting. The pros and cons of the method are also discussed with suggestions for modification being included.

*Technical Reference
    -tools

Webb, Kenneth and Hatry, Harry. Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments. The Urban Institute, 1973, Pp. 105.

This report explores the potential usefulness of citizen surveys to city and county governments. The use of using surveys and some procedures for doing citizen surveys are discussed. Examples of surveys are also given.

Community Participation
*Technical Reference
    -tools

Weiss, Carol H. and Hatry, Harry. An Introduction to Sample Surveys for Government Managers. Publication Office, The Urban Institute, 2100 M Street, N.W., Washington, D. C. 20037, 1971.

Offers ways to obtain reliable survey information from relatively small samples and at reasonable cost.

*Technical Reference
    -tools

Weiss, Edmond and Ackerman, Jerry. STEP, Year 1, Final Report Volume I and II. Philadelphi, Pennsylvania: Government Studies and Systems, June 1971, Pp. 110, ED 056 371 and ED 056 372.

This report reviews Trenton's PPB system. The theory behind PPB is given, telling what it is and what it is not. Also given is background material on the data collected for use in the system.

*Theory & Models
*Technical Reference
    -tools

BIBLIOGRAPHIES

Administering for Change: An Annotated Bibliography. Research for Better Schools, Inc., 1700 Market Street, Suite 1700, Philadelphia, Pennsylvania 19103, October 1971, Pp. 333.

This volume is divided into six sections. Included are: (1) Introduction, (2) Overview of Change Literature, (3) Organizing for Change, (4) Planning for Change, (5) Managing for Change, (6) Bibliographies.

*Bibliographies

Eidell, Terry L. and Klebe, John A. Annotated Bibliography on the Evaluation of Educational Programs. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97403, November 1968, Pp. 19, $1.05, ED 025 857.

Topics include: school subject programs, vocational programs, state aid programs, curriculum, educational planning, federal programs, teaching quality, educational change, and educational outcomes and quality.

*Evaluation
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Citizen Involvement in the Control of Schools. ERIC Abstract Series, Number 13. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, November 1970, Pp. 28, $2.00, ED 044 832.

Topics include: citizen participation, decentralization, parent participation, parent/school relationship, school-community relationship, school district autonomy.

*Community Participation
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Assessment. ERIC Abstract Series, Number 9. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, September 1970, Pp. 31, $2.00, ED 044 770.

Topics include: evaluation, evaluation criteria, evaluation methods, evaluation techniques, and program evaluation.

*Evaluation
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Politics and Power Structure: Influence on Education. ERIC Abstract Series, Number 4. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, October 1969, Pp. 24, $2.00, ED 036 891.

Topics include: political power, power structure, and political influence.

*Community Participation
*Bibliographies

ERIC Clearinghouse on Educational Administration. Models for Planning: Analysis of Literature & Selected Bibliography. Analysis & Bibliography Series, Number 5. Eugene, Oregon: Oregon University, September 1970, Pp. 17, ED 043 114.

This review analyzes current research trends in the application of planning models to educational systems.

Theory & Models
*Bibliographies

ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Systems Approaches in Education. ERIC Abstract Series, Number 8. American Association of School Administrators. 1201 Sixteenth Street, N. W., Washington, D. C. 20036, March 1970, Pp. 50, $2.00, ED 043 093.

Topics include: systems approach, systems analysis, critical path method, and systems concepts.

*Technical Reference
    -tools
*Bibliographies

ERIC Clearinghouse on Educational Management. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Planning. ERIC Abstract Series, Number 14. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, January 1971, Pp. 32, $2.00, ED 046 091.

Topics include: critical path method, educational planning, operations research, and program budgeting.

*Theory & Models
*Technical Reference
    -tools
*Bibliographies

Hall, John S. Models for Rational Decision Making. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series. Number 6, ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon, September 1970, Pp. 15, ED 043 115.

This review analyzes the trend in educational decision-making to replace hierarchial authority structure with more rational models for decision-making drawn from management science.

*Technical Reference
    -management
*Bibliographies

Hiemstra, Roger P. Program Planning and Evaluation: A Bibliography. Department of Adult and Continuing Education, University of Nebraska, Lincoln, Nebraska, July 1971, Pp. 22, ED 056 285.

Topics include: (1) client analysis and need; (2) establishing objectives; (3) program planning (models, principles and procedures, tools, general and miscellaneous planning information, and decision-making/problem solving).

*Theory & Models
*Needs Assessment
*Problem Analysis
*Implementation
*Evaluation
*Technical Reference
    -objectives
*Bibliographies

Hinds, Richard H. Educational Program Planning and Related Techniques. Annotated Bibliography. Dade County Public Schools, 1410 N.E. Second Avenue, Miami, Florida 33132, March 1969, Pp. 15, $.85, ED 029 375.

Emphasizes the problems and techniques of comprehensive program planning. The major sections include: (1) Educational/Program Planning; (2) Program Analysis Techniques; and (3) Planning-Programming-Budgeting Systems. For educators who feel that systems analysis, cost-benefit studies, and mathematical models have some relevance in the planning processes of a large school system.

*Theory & Models
*Technical Reference
    -tools
*Bibliographies

Jackson, Kathleen O'Brien. Annotated Bibliography on School-Community Relations. ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97495, July 1969, Pp. 25, $1.35, ED 030 220.

Includes 79 citations subdivided into the following categories; (1) general discussions of school-community relations, (2) school politics and community power structure, (3) schools and public relations, (4) schools and urban problems.

*Community Participation
*Bibliographies

Maguire, Louis. An Annotated Bibliography of the Literature on Change. Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103, July 1970, Pp. 141.

The bibliography gives annotations on books, articles on books, papers and speeches dealing with change.

*Bibliographies

Natriello, Gary and Venables, Thomas J., eds. Alternative Education--An Annotated Bibliography. Bureau of Planning, New Jersey State Department of Education, P. O. Box 2019, Trenton, New Jersey 08625, July 1974, Pp. v & 16.

Printed and audio-visual material are divided into the following categories: (1) problems in education, (2) the movement, (3) individual schools and programs, (4) practical guides and (5) periodicals and clearinghouses. Includes an introductory overview of the literature and a list of film distributors.

Selection of Alternatives
*Bibliographies

Nelson, William C. Program, Planning, Budgeting Systems for Educators. Volume IV: A Research Bibliography. The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, March 1970, Pp. 117, $2.25, ED 038 512.

Categories include: overview of PPBS, systems theory, planning and control systems, planning process, program budgeting, programming and management control, investment alternatives, analysis of alternatives, education and economics, basic data for PPBS, statistical analysis in PPBS, limitations of PPBS, and bibliographies. Each category is divided into education reference and general references.

*Theory and Models
Needs Assessment
Problem Analysis
Selection of Alternatives
Implementation
Evaluation
*Technical Reference
-tools
*Bibliographies

Piele, Philip. "Planning Systems in Education." R and D Perspectives, Fall 1969, Pp. 4-6, ED 025 855.

This literature review examines 16 selected documents processed by ERIC dealing with the application of several kinds of planning systems to educational programs.

*Theory and Models
*Bibliographies

JOURNALS AND NEWSLETTERS

Community, published by Institute for Community Studies, Queens College, City University of New York.

The magazine Community is a valuable source of current information and opinion on community action, programs, and participation. The magazine is available through the Institute for Community Studies, Queens College, Flushing, New York 11367.

*Journals and Newsletters
*Community Participation

Current Contents: Education. Marketing Services Department, Institute for Scientific Information, Inc., 325 Chestnut Street, Philadelphia, Pennsylvania 19106, $67.50/year.

Reproduces in original format and often in advance of publication the tables of contents of more than 700 journals reporting results of Worldwide Research in educational theory and practice.

*Journals and Newsletters

Education Daily. Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20027, 5 times a week, $24.00/year.

*Journals and Newsletters

Education Digest. 120 Eglinton Avenue, Toronto, Ontario, Canada. $5.00.

Contains articles and feature stories on the education field, new materials and new teaching methods.

*Journals and Newsletters

Education Recaps. Educational Testing Service, Princeton, New Jersey 08540, Ann Z. Smith, Editor.

Brief, pithy descriptions of the latest development in education, educational technology, programs and related issues and areas of interest.

*Journals and Newsletters

Education U.S.A. National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, George W. Neill, Executive Editor, $21/year, Weekly (September-May).

Notes latest development in educational affairs including related political issues, also includes weekly previews of magazines, TV, radio, books and reports.

*Journals and Newsletters

Educational Planning. International Society of Educational Planners, Department of Educational Planning, OISE, 252 Bloor Street, West, Toranto 181, Ontario, Canada, $15.00/year.

This journal presents articles on the theory and practice of educational planning, case histories and related areas in planning.

*Journals and Newsletters

Educational Product Report. Educational Products Information Exchange Institute (EPIE) 386 Park Avenue, South, New York, New York 10016, P. Kenneth Komoski, Editor/Director, 9 times a year, $35.00 Membership in EPIE which entitles one to subscription and other services.

Provides the educational consumer with unbiased information and evaluations of materials related to educational technology (both hardware and software). Considered the Consumers Union of the educational field. Non-profit, professional's cooperative serving the educational community.

*Journals and Newsletters

Educational Researcher. American Educational Research Association (AERA), 1126 Sixteenth Street, N.W., Washington, D.C., 20036, William C. Wolf, Jr., Editor, 10 times/year (monthly except July and August), 1 year/$5 - single copies $.50.

Publishes news of federal projects and funding in educational research news of activities of foundations, institutions of higher education, and federal agencies, as well as association news, placement services, reviews of new publications and professional activities of members of AERA.

*Journals and Newsletters

Emerging Trends for Educational Planning. Room 19A, State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310, $5.00 per year for 10 issues.

A newsletter issued 10 times a year to provide educational planners with information about recent or unpublicized research, assessment, and statistical studies that can provoke new insights.

*Journals and Newsletters

Evaluation Comment. Center for the Study of Evaluation, University of California, Los Angeles, 145 Moore Hall, Los Angeles, California 90024, Marvin C. Alkin, Editor. Distributed free of charge to each scholar, researcher or practitioner on the mailing list.

Provides a forum for the discussion of significant ideas and issues in the study of evaluation of educational programs and systems.
*Journals and Newsletters

Harvard Education Review. Harvard University, Graduate School of Education, Longfellow Hall, 13 Appain Way, Cambridge, Massachusetts 02138, Q $7.00.

Articles in education and related fields.

*Journals and Newsletters

IDEA Reporter. Institute for Development of Educational Activities, Inc., 5335 Far Hills Avenue, Dayton, Ohio 45429, 4 times a year, $2.00 annually - Single copies $.50.

Reports activities of the Institute, as well as significant developments in education. Major emphasis is on areas which affect the school administrator.

*Journals and Newsletters

Inequality in Education. Harvard Center for Law and Education, 24 Garden Street, Cambridge, Massachusetts 02138, Tom Parmenter, Editor, 6 times/year, Distribution free.

Reports on research, litigation, and other news of reform and change. Center was established to promote reform in education through research and action on the legal implications of educational policies affecting equality of educational opportunity.

*Journals and Newsletters

American Institute of Planners, Journal; 917 Fifteenth Street, N.E., Washington, D.C. 20005, $8.00.

Contains articles, interpretations, reports, research notes and book reviews on comprehensive planning and the environmental sciences.

*Journals and Newsletters

Measurement in Education. National Council on Measurement in Education (NCME), Office of Evaluation Service, Michigan State University, East Lansing, Michigan 48823, Irwin J. Lehmann, Editor, 5 times/year. $2.00/year - Single copies $.50.

Consists of special reports concerned with the practical implications of measurement and related research and their application to educational problems of individuals, institutions and systems. Emphasis is upon uses of measurement rather than technical or theoretical issues.

*Journals and Newsletters

NASSP Newsletter. National Association of Secondary School Principals, 1201 Sixteenth Street, N.E., Washington, D.C. 20036, Bi-monthly September to June, $1.00 included in NASSP membership dues.

For Junior and Senior High School Principals

*Journals and Newsletters

National Elementary Principals. National Elementary Principals, Department of Classroom teachers, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 6 times/year.

Informs principals of elementary schools, including people working in research, on the administration of elementary schools.

*Journals and Newsletters

Phi Delta Kappan. Director of Administrative Services, 8th Street and Union Avenue, Box 789, Bloomington, Indiana 47401, $6.50/year.

Journal of the professional fraternity of persons in education; covers such topics as performance, contracting, research notes and Washington report.

*Journals and Newsletters

Planning and Changing. Department of Educational Administration, Illinois State University, Normal, Illinois 61761, Quarterly, $6.00.

Articles on various aspects of school administration by professors and those working in the field.

*Journals and Newsletters

School Boards Newsletter. New Jersey School Board Association, 407 W. State Street, Trenton, New Jersey 08605, $4.00.

*Journals and Newsletters

Socio-Economic Planning Sciences. Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York 10523.

Interdisciplinary problems in health, education, housing crime and fire protection and allied fields.

*Journals and Newsletters

Training News. National Training Laboratories, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, Quarterly, $2.00/year.

Deals with issues that relate to education though not a strictly educational newsletter.

*Journals and Newsletters